



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: JOHN DEWEY HIGH SCHOOL

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

PRINCIPAL: KATHLEEN ELVIN

EMAIL: KELVIN@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 School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Kathleen Elvin	*Principal or Designee	
Martin Haber	*UFT Chapter Leader or Designee	
Linda Ullah	*PA/PTA President or Designated Co-President	
Kristine Gattuso	DC 37 Representative, if applicable	
Hali Okeowo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Lauren Chen	Student Representative	
	CBO Representative, if applicable	
Honora Dash	Member/Administration	
Bonnie Altman	Member/Teacher	
Marlyne Daniel Paul	Member/Teacher	
Roseann Ponce	Member/Guidance Counselor	
Cheryl Thomas	Member/Teacher	
Shari Weiss	Member/Teacher	
Christina Escobar	Member/Parent	

Margarita Antonetti	Member/Parent	
Mariette Faustin	Member/Parent	
Maria Garcia	Member/Parent	
Carol Smith	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

"The principal and AP's should monitor classrooms for quality of instruction. There should be ongoing PD offered to all staff to increase the level of teacher expectations in order to improve overall student performance. PD offerings, focusing on successful strategies for working with low performing students in the identified subgroups should be expanded. The effective implementation of the use of PD in the classroom should be monitored. The Principal should ensure increased common planning time for SWD staff and ESL staff. This would include articulation across disciplines and subgroups to allow for the continuity and improvement of instruction."- JIT 2010, page 5

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By April 2013, 100% of Assistant Principals and the Principal will have taken part in PD on a research based evaluation system and use that evaluation system to monitor teachers, specifically SWD and ESL staff, in improving their teaching practices and helping them increase the level of student engagement through high level questioning and assessment, as evidenced through frequent observations and write ups. By June 2013, 80% of ESL, SWD and probationary faculty will have unit and daily lesson plans that are student centered, aligned to the CCLS and based on the UbD model.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Activities/ Strategies:

- In order to successfully implement shifts in practice, AP's and the Principal will participate in frequent cycles of observations using an agreed upon evaluation system (such as C. Danielson Frameworks) to monitor quality of instruction
- AP's will engage in professional development from a coach from ISA (Institute for Student Achievement) on supporting teachers in improving their practice and develop an understanding of what effective instruction looks like.
- School leaders will develop shared norms for engaging in specific and timely feedback to teachers focused on school wide and city wide instructional

expectations to increase the level of teacher expectations, questioning and assessment.

- AP's will facilitate after school PD focused on the development curriculum units and daily lessons based on the Understanding by Design (Wiggins and McTighe) model that will include CCLS alignment and strategies for multiple entry points for students with disabilities and ESL students.
- An instructional coach will facilitate PD on supporting teachers with special populations that will include classroom management, student engagement, content integration and assessment.
- The programming department will ensure that teachers with in Small Learning Communities have Common Planning Time during the school day. Focused and goal driven CPT time will allow teachers to identify students "at risk," share challenges and best practices, look at student work to inform instruction and increase student achievement.
- Teachers and Assistant Principals will engage in targeted intervisitation based on data from frequent cycles of observations as a means of developing best practices and alternative strategies.
- Faculty attending the above activities will be compensated per session funds through the priority budget.

Targets:

- Unit and daily lesson binders will be examined every two weeks through June to measure benchmarks for interim progress and effectiveness and the impact of the strategy/activity.
- Student progress reports (3 per semester) will be evaluated to monitor student performance during each semester (September – January and February – June)
- Instructional rounds (Richard Elmore) will begin in February and continue until May to enhance best practices among teachers

Timeframe:

Product:: February – June

Observations: Ongoing until June

Afterschool PD: Weekly for two hours from February – June

Instructional coach: September – June

Programming: September and February

Intervisitation: Ongoing until June

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

Other-describe here: Title I SWP, SIG
Transitional Relief and Title I

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Supervisor per session for supervision of PD in supporting great teachers and leaders; 6 supervisors 2 times per week for 2 hours from February through June (tax levy)
- Teacher per session to attend PD designed to write curriculum in supporting great teachers and leaders; 60 teachers, 1 time per week for 2 hours from February through June.
- Educational Consultants-ISA professional development cost (tax levy and SIG transitional relief)
- After school PD and mentoring (Title I Focus /Priority SWP) supporting great teachers and leaders for development of curriculum units based on UbD; 60 teachers weekly for 2 hours from February through June.
- Instructional Coach for targeted subgroups (SIG transitional relief)
- Supplies-Resources such as books for professional development as per JIT. These books will provide information for teachers in how best to assist students who are at risk and below grade level in reading and math. (tax levy and Title I SWP)

Targets:

- Unit and daily lesson binders along with pacing calendars and curriculum maps will be examined every two weeks through June to measure benchmarks for interim progress and effectiveness and the impact of the strategies/activities
- Attendance and progress of teachers in after school professional development will be monitored to assess which teachers have designed aligned pacing calendars, curriculum maps, unit plans and daily lessons from February to June, 2013.
- Student progress reports (3 per semester) will be evaluated to monitor student performance during each semester (September – January and February – June)
- Instructional rounds (Richard Elmore) for Assistant Principals and teachers will begin in February and continue until May to enhance best practices among teachers

Timeframe:

Products: Every two weeks beginning February, through June, 2013.

Attendance sheets: Each PD meeting February through June, 2013.

Student progress reports: every nine weeks through June, 2013.

Instructional Rounds: February through June, 2013.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Priority _____

Other-describe here: Title I

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Supervisor per session for supervision of PD in supporting great teachers and leaders 6 supervisors 2 times per week for 2 hours from February through June (tax levy)
- Teacher per session to attend PD designed to write curriculum in supporting great teachers and leaders; 60 teachers, 1 time per week for 2 hours from February through June.
- After school PD and mentoring (Title I Focus /Priority SWP) supporting great teachers and leaders
- Resources such as books for professional development as per JIT (tax levy and Title I SWP) supporting great teachers and leaders. These books will provide information for teachers in how best to assist students who are at risk and below grade level in reading and math. (tax levy and Title I SWP)

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“The school should develop a comprehensive plan to identify personnel who can support data use at the school. The school should take advantage of PD offered by the district/network. PD in the use of the DOE student data system, ARIS, by all pedagogical staff and the detailed use of the ITA’s should be provided to the staff. Teachers should engage in data use in lesson planning to differentiate instruction and target the needs of identifies subgroups.” JIT 2010, page 7

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 2013, 85% of all staff attending PD facilitated by the school data specialist in the use of data tools available, such as tracking and grading systems, will create standards-aligned, diagnostic formative and summative assessments that determine student progress toward academic goals, credit accumulation and graduation.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation
- In, February, March and April the data specialist will provide PD to all teachers, assistant principals and the principal in the use of various data tools such as Datacation to deepen understanding and inform instruction.
- In, February, March and April, faculty will download REDS, ARIS and Acuity data in order to determine student’s strengths and weaknesses and develop lesson plans to address student needs in order to close student performance gaps.
- From September to June during department meetings, grade team meetings and after school PD sessions, school leaders will support teachers in a process of data investigation, review and interpretation of data that results in higher student achievement and progress toward their goals.
- From September to June, teachers will use common planning time to begin collaborative inquiry focused on analyzing student work to inform unit planning and

identify aspects of teacher practice that could address student gaps in knowledge.

- During January, April and June, Small Learning Community leaders will use annual state testing performance data and do an item skills analysis to identify strengths and weaknesses and to evaluate the overall effectiveness of instruction and determine areas in need of improvement.
- From October – January and March to June, school leaders and teachers will use data tool to track the progress of students receiving intervention services.
- From September – June, teachers will use formative and summative assessments to evaluate and determine what adjustments can be made to instruction to enhance student understanding.
- By February, a Small Learning Community will be established to focus efforts on 4th and 5th year student cohorts to identify students who are not on track and provide special attention such as program planning, after school tutoring and small group tutoring to see that these students accumulate credits and graduate within their Cohort year.
- In September and February, guidance staff and school leaders will use ARIS to conduct student credit checks (credits and Regents exams) and review Progress to Graduation tracker data each semester, paying particular attention to students who are lacking in either a Regents area or a Physical Education class.
- Guidance staff and programmer will 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 and increase the number of students with advance regents diplomas.
- Faculty attending the above activities will be compensated per session funds through the priority budget.

Targets:

- After school PD on data tools
- Action plans and meeting logs will be examined by small learning community leaders to assess progress in “Looking at Student Work” protocols.
- Small Learning Community Leaders will review student achievement data from progress reports.
- Data from state assessments will be reviewed to monitor student performance during each semester.
- “Senior House” will be established.
- Guidance staff will conduct credit checks and regents data reviews as well as use Graduation tracker.

Timeline:

Data PD: 3 times this year with data specialist; 2 sessions with school leaders

Action plans and meeting logs: monthly

Review student achievement data: 3 times/ semester

Data from state assessments: Twice/ year

Senior House: meetings 3 times/ week

Credit checks, regents data review and graduation tracker: Twice/ year

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

RTTT _____ Other-describe here: Title I Priority, ARRA

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Supervisor (Data specialist and Assistant Principals) per session for supervision of PD in supporting great teachers and leaders; 1 data specialist and 6 assistant principals, 3 times per year for 2 hours each time. (tax levy, ARRA RTTT)
- Principal per session for supervision of Professional Development in supporting great teachers and leaders (tax levy)
- Teacher per session to attend PD designed to write curriculum in supporting great teachers and leaders: 60 teachers, 1 time per week for 2 hours from February through June.(tax levy)
- Teacher per session for after school academic intervention for credit accumulation and and increased Regents scores to support general education, SWD and ESL students; 20 teachers, 2 times per week for 2 hours. (Title I Focus /Priority SWP) in supporting great teachers and leaders

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“The school should systematically provide opportunities for regular articulation between the guidance and programming office. Data on student progress to graduation should be made available to all personnel involved in programming or counseling students.” JIT 2010, page 7

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By April, the school will develop a concrete system of communication between college counselor, guidance staff members and the AP programming in order to share data to target students and nurture and develop a culture for college and career readiness as measured by the number of students applying for college in the junior cohort.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- Monthly meetings will take place between guidance counselors and programming AP to communicate needs for current and future programming based on data from Skedula, ARIS and progress reports.
- Weekly conferences will take place between Small Learning Community assistant principals, teachers, guidance counselors and other support staff during CPT meetings to develop and communicate student needs for programming.
- Twice per year, guidance staff and program AP and house AP’s will meet to identify and program low performing students from various data sources for AIS such as PM School and Saturday school.
- Twice per year, Guidance staff will conduct classroom lessons on college readiness and graduation requirements.
- By April the AP Guidance will introduce WISE program to increase college readiness and inculcate social responsibility by involving students in community issues through observation, research and recommendation of solutions to these issues.
- By April, the AP Guidance will introduce Hip Hop for Life Youth Development Program to increase positive self esteem, confidence and personal responsibility for at risk, young men and women of color and SWD student subgroups.

- College tours will be conducted once per year, beginning with 9th grade, to support goal of college readiness and awareness with GC's, AP School Culture and House AP's.
- On an ongoing basis, Guidance staff will meet with students individually to conduct credit and program checks and make recommendation to programmer based on progress to graduation tracker and student transcripts.

Targets and timeline:

- Guidance staff and programming AP will have monthly, September – June through discussing programming needs of students.
- Small Learning Community members and guidance staff will have weekly meetings from September – June during common planning time to discuss individual student needs.
- September and January meetings with administrative staff to support low performing students with AIS plan of action.
- September and January push-in sessions with guidance staff in classrooms.
- April College tours with GC's and administrative staff.
- Daily meetings on an ongoing basis with individual students for credit and programming checks.
- Weekly meetings with WISE facilitators form April to June
- Weekly meetings with Hip Hop 4 Life program facilitators from April to June
- Evaluation targets will be February 15 80%, March 15 90% and April 15 100%. This will be measured through student passing rates, 4 year graduation rate data and the amount of program changes done within a term.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Educational Consultant WISE program for college and career readiness will select classes to participate in this program to increase college readiness; 8 teachers, 250 students (Title 1 and Priority Focus)
- Hip Hop 4 Life Youth Development program will select subgroups such as at risk and young men of color to participate in this program to increase self esteem and personal responsibility; 8 teachers and 75 students (Title 1 and Priority Focus)
- Transportation of Pupils for college readiness visits to colleges priority funding for college and career readiness

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

15% of parents who completed the School Survey 2011-2012 Report feel unsatisfied or very unsatisfied in how well the school helps them understand what they can do to support their child's learning needs. NYC School Survey 2011-2012 Report, page 6

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June, parental involvement will increase by 10% through the development of effective planning and communication with family and community stakeholders using techniques such as direct explanation, parent meetings, school events and marketing to increase their investment in helping their child achieve established goals.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - From September – June, the parent coordinator, in conjunction with applicable school staff will hold evening monthly meetings on topics of concern to parents. These topics may include bullying, school safety, lunch programs, college information and language barriers.
 - From September – June, the parent coordinator will bi-weekly emails to parents containing reminders about school events and concerns such as tutoring schedules, sports events or parent meetings.
 - From September – June, the parent coordinator will send out bi-monthly email Newsletter listing school events such as financial aid information night and community events such as CEC elections and upcoming state exams.
 - As necessary from September – June, the parent coordinator will send out "Phone Master" calls on subjects of immediate nature such as school

- closings, tutoring, meetings as a reminder to parents/guardians
- By January, the parent coordinator and the AP of school culture will set up a school Facebook page to communicate with parents and students about school and community events.
- From February – June, the Parents Association will hold special events for families such as Movie Night and International Night.
- From September – June ESL/Bilingual guidance counselor will hold monthly meetings with parents to discuss graduation requirements, parents rights, adapting to life in the United States, use of Datacation parent tools.
- In October and November, guidance counselors will hold meetings for parents on College Information and financial aid
- In May, guidance staff and school leaders will hold Freshman Orientation for new parents of students entering the school in September.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I Priority _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Supervisor Per session for participation in parent events; 2 supervisors 1 time per month - Tax Levy and Title I Priority-PF supporting great teachers and leaders
 Guidance staff per session for participation in monthly meetings with parents to discuss issues related to Bilingual and ESL students; 2 guidance counselors 1 tie per month- Tax Levy and Title I Priority-PF supporting great teachers and leaders
 Phone Master to disseminate information to families; on going(Global Connect): Tax Levy
 Parent events for all Dewey families; 1 time per month- Tax Levy, Title I Priority-PF parent engagement
 ESL/Bilingual parent meetings to discuss issues related to Bilingual and ESL parents; 1 time per month- Title III
 Datacation data system for use by families and staff to gather data on students; ongoing- SIG grant

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Tutoring during CPT	Small group or one to one	During the school day
	Independent study time for credit recovery	One to one	During school day or after school
	PM school	Small group	After school
	Independent improvement planning	One to one with student, GC and parent	At convenience of parent
	Tutoring	Small group	After school and Saturday
Mathematics	Tutoring during CPT	Small group or one to one	During the school day
	Independent study time for credit recovery	One to one	During school day or after school
	PM school	Small group	After school
	Independent improvement planning	One to one with student, GC and parent	At convenience of parent

	Tutoring	Small group	After school and Saturday
Science	Tutoring during CPT	Small group or one to one	During the school day
	Independent study time for credit recovery	One to one	During school day or after school
	PM school	Small group	After school
	Independent improvement planning	One to one with student, GC and parent	At convenience of parent
	Tutoring	Small group	After school and Saturday
Social Studies	Tutoring during CPT	Small group or one to one	During the school day
	10 th grade humanities course for writing skills in the content area	Teacher to class	During the school day
	Independent study time for credit recovery	One to one	During school day or after school
	PM school	Small group	After school
	Independent improvement planning	One to one with student, GC and parent	At convenience of parent
	Tutoring	Small group	After school and Saturday

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance intervention	One to one with GC, student and parent	At convenience of parent
	Pupil personnel team	Team meeting	Bi monthly
	Youth development counselor (SAPIS)	One to one or small group or classroom visit	During the school day
	Counseling sessions	One to one or small group	During the school day
	Crisis counseling sessions	One to one	During the school day
	Referral counseling sessions with school psychologist, social worker, outside agencies and CBO's	One to one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

- 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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: John Dewey High School	DBN: 21K540
Cluster Leader: Mr. Jose Ruiz	Network Leader: Mr. Roberto Hernandez
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 475
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 25
of certified ESL/Bilingual teachers: 10
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 475 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 in subject classes 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 2012 indicates that the majority of John Dewey ELLs are on the intermediate and advanced levels across the grades. Of the 410 ELLs who took the NYSESLAT in May 2012, 43 scored at the beginning level, 200 at the intermediate level, 109 at the advanced level and 51 exited the program. With regard to the modality analysis, in 2012, most students in grades 9 through 12 scored at the intermediate and advanced levels for speaking and writing. Listening and reading 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 75 ELLs in grades 9 through 12, for 19 scheduled 3 hour sessions from November 17, 2012 to June 15, 2013 on the beginning, low intermediate and high intermediate levels. It will be supervised by the A.P. Foreign Languages, E.S.L. as this is the only program running in the school at this time. The following are the dates of the Saturday Academy: 11/17/12, 11/24, 12/1, 12/8, 1/05/13, 1/12, 1/19, 2/2, 2/9, 3/2, 3/9, 3/16, 4/13, 4/20, 4/27, 5/4, 5/11, 5/18, 6/8, *6/15 (*snow day). Since our NYSESLAT data analysis reveals that 20 of our ELLs have regressed in levels on NYSESLAT, as they are deficient in listening and reading, 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 15 technology sessions from December 8, 2012 to May 15 2013, (during which time the licensed ESL teachers using Rosetta Stone will team-teach with the technology teacher to help students develop language 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: 12/8/12, 1/05/13, 1/12, 1/19, 2/2, 2/9, 3/2, 3/9, 3/16, 4/13, 4/20, 4/27, 5/4, 5/11, 5/18 and *6/8 (*snow day).

Part B: Direct Instruction Supplemental Program Information

We have also infused cultural literacy in this program through trips and cultural presentations. Our students will go on a trip to the Brooklyn Botanic Gardens as well as to the New York Aquarium. We shall have parent involvement on all trips, and students will gain cultural awareness from these experiences. They will also be exposed to American culture and cultural life in New York City. During the spring term, under the auspices of the New York City Council for the Humanities, the Title III Saturday Academy will host a "Speakers in the School Presentation," with Mr. Tony De Nonno. The topic will be "Antonio Meucci: Telephone Inventor and Age of Invention," and will link today's technology with Meucci's wonders from the past. (The presentation is gratis to the program and the school).

With a focus on preparing our ELLs for college and careers, the Second Language Department and Title III Saturday Academy will also host an Honors and Awards Ceremonies in June. We shall invite the parents of ELLs to celebrate in the achievements of their children, and serve refreshments after the ceremonies.

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 20 two-hour sessions on Wednesdays from November 21, 2012 until May 15, 2013. The dates for the sessions are as follows: 11/21, 11/28, 12/5, 12/12, 12/19, 1/2, 1/9, 1/16, 2/6, 2/13, 3/6, 3/13, 3/20, 4/3, 4/10, 4/17, 4/24, 5/1, 5/8, and 5/15. It will target approximately 20 ELLs and former ELLs. The classes will meet from 4:00 to 6:00 p.m. This program will be taught by a fully licensed ESL teacher.

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.

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. Two fully licensed ESL Teachers will lead the Title III After-School Comprehensive ELA Regents Intensive Preparation Program. It will meet for two hour sessions, on ten selected dates, after the school day, in April, May and June, 2013, prior to the June administration of the exam. The dates for this program are the following: Monday, April 8, 2013, Monday, April 15, 2013, Monday, April 22, 2013, Monday, April 29, 2013, Monday, May 6, 2013, Monday, May 13, 2013, Monday, May 20, 2013, Monday, June 3, 2013, Wednesday, June 5, 2013, and Monday, June 10, 2013.. In these intensive sessions teachers will reinforce what students have been exposed to in the ESL program, infuse test-taking strategies into instruction and help students become more confident test-takers. The A.P. Foreign Languages/ESL will supervise these sessions.

The Title III After-School Content-Area Regents Preparation Program in Mathematics, Social Studies and Science, with ESL facilitation, will consist of ten two hour sessions at the end of the school day, (along with the ESL/ELA Regents Prep mentioned above), during April, May and June, 2013, prior to the June,

Part B: Direct Instruction Supplemental Program Information

2013 administration of the content-area Regents Examinations. During the various sessions, eight fully licensed teachers of mathematics, science and social studies will work with two ESL teacher/facilitators, to assist students in accessing the necessary content to lead them to success on the exams. The dates for Regents Prep Tutoring are: Monday, April 8, 2013, Monday, April 15, 2013, Monday, April 22, 2013, Monday April 29, 2013, Monday, May 6, 2013, Monday, May 13, 2013, Monday, May 20, 2013, Monday, June 3, 2013, Wednesday, June 5, 2013, Monday, June 10, 2013. The A.P. Foreign Languages/ESL will supervise this program along with the above-mentioned ESL/ELA tutoring program.

The A.P. Foreign Languages/ESL will also be funded to implement, coordinate, and monitor the 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. Additionally, she will oversee all Title III activities. She will recruit students and teachers, provide, distribute and collect translated parent notification and consent forms, provide food services, arrange weekly distribution of metrocards, coordinate all trips. She will also maintain all Title III Records and files, (housed in Room 255, Foreign Language Office), and collect all Title III personnel records and paperwork prior to submission for payroll.

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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 multiple levels of entry, 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.

Part C: Professional Development

Through Title III funding we shall offer five two-hour after-school sessions of supplemental professional development to further train content-area teachers in ESL strategies and methodologies. The Assistant Principal of Foreign Languages and ESL coordinate and conduct all sessions and will assist teachers in implementing ESL strategies and methodologies in lesson planning. She is running the only program in the school at this time. She will be assisted by the LAB/R/NYSESLAT Coordinator, and for two sessions by the A.P. Guidance/ Technology. The sessions will be held after school from 4:00 until 6:00 p.m. on Wednesday, February 13, 2013,(Topic: ELL Assessment and Placement, Cultural Awareness of the ELL Experience at John Dewey H.S.) ,Wednesday, March 13, 2013, (Topic: ESL Strategies and Methodologies: Part I), Wednesday, April 10, 2013, (Topic: NYSESLAT, LAB/R And ELL Assessment), Wednesday, May 8, 2013, (ESL Strategies and Methodologies in the Content-Areas (Part II), Wednesday, June 5, 2013, (ELL Data and Research). 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.

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 5, 2012 and Wednesday, March 13, 2013, from 6:30 to 8:30 p.m. A Chinese-speaking Bilingual Counselor, Ms. Shirley Wong, the LAB/R NYSESLAT Coordinator, Ms. Antonella Tapino, and the Assistant Principal, Foreign Languages/ESL, Dr. Madeline Di Lorenzo-Coscia, will conduct these sessions in Chinese, Spanish, English and French. (This is the only program running on these Wednesday evenings from 6:30 until 8:30 p.m.) In an informal setting in the Foreign Language DISK Room, Room 253, 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, intergenerational technology sessions, led by the ESL/Bilingual Counselor, Ms. S. Wong, the LAB R/ NYSESLAT Coordinator, Ms. Antonella Tapino, and the A.P. Foreign Languages, Dr. Madeline Di Lorenzo-Coscia, will guide parents through the NYCDOE Website. (This is the only program running in the building on these evenings. It will consist of four, two-hour sessions: Wednesday, January 9, 2013, Wednesday, January 16, 2012, Wednesday February 6,

Part D: Parental Engagement Activities

2013 and Wednesday, February 13, 2013 from 6:30 to 8:30 p.m. The Guidance Counselor and the LAB/R NYSESLAT Coordinator will make phone outreach to parents before each session, to inform parents of student progress and to invite them to the sessions.

These sessions will be conducted by the Chinese-speaking Bilingual Counselor, the LAB/R NYSESLAT Coordinator 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 necessary for understanding data referring to instruction and information in the school setting.?????

Parent Information and Parent Involvement sessions:

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	?????	
Educational Software (Object Code 199)	?????	
Travel		
Other		
TOTAL		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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.



Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Brenda Garcia

Borough: Brooklyn District: 21 School Number: 540 School Name: John Dewey High School
Cluster Leader: Jose Ruiz Network Leader: Roberto Hernandez Title I Schoolwide Plan (Conceptual Consolidation?)
yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/after school and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Budget	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 1/18/13 Senior ELL CPS: Brenda Garcia Additional Comments:		