



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: JOHN DEWEY HS
DBN (i.e. 01M001): 21K540
Principal: KATHLEEN ELVIN
Principal Email: KELVIN@SCHOOLS.NYC.GOV
Superintendent: AIMEE HOROWITZ
Network Leader: ROBERTO HERNANDEZ

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Kathleen Elvin	*Principal or Designee	
Martin Haber	*UFT Chapter Leader or Designee	
Christina Escobar	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Sadie Allison	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Tianna Fergus	Member/ Student	
Frank Benpensata	Member/ Administration	
Martina Hooker	Member/ Teacher	
Roseann Ponce	Member/ Teacher	
Cheryl Varghese	Member/ Teacher	
Robert Acurrso	Member/ Parent	
Andrea Epps	Member/ Parent	
Maria Garcia	Member/ Parent	
Ivette Gonzalez	Member/ Parent	
	Member/	
Mia Pinto	Member/ Parent	
	Member/	
	Member/	
	Member/	

**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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

x	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 21K540

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	1937	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	33	# SETSS	11	# Integrated Collaborative Teaching	142
Types and Number of Special Classes (2013-14)					
# Visual Arts	43	# Music	N/A	# Drama	13
# Foreign Language	98	# Dance	N/A	# CTE	5
School Composition (2012-13)					
% Title I Population	62.0%	% Attendance Rate			87.0%
% Free Lunch	75.6%	% Reduced Lunch			8.6%
% Limited English Proficient	23.4%	% Students with Disabilities			10.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			26.6%
% Hispanic or Latino	19.6%	% Asian or Native Hawaiian/Pacific Islander			40.6%
% White	12.2%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.62	# of Assistant Principals			9
# of Deans	N/A	# of Counselors/Social Workers			5
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			7.6%
% Teaching with Fewer Than 3 Years of Experience	10.5%	Average Teacher Absences			3.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	74.2%	Mathematics Performance at levels 3 & 4			59.7%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			74.0%
6 Year Graduation Rate	75.8%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		No
White	No	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	Yes	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	Yes	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Review of the 2012-2013 SCEP plan showed several strengths including clear recommendations and citations from NYSED school reviews, input from a variety of stakeholders, and utilization of data to inform and guide instruction. The plan focused on the school's main objectives, which include using data to inform instruction, implementing Common Core strategies across every content area, increasing parental involvement, providing extended learning time opportunities for students, and providing a safe and orderly learning environment. The strength of our plan was articulating and making very visible our goals and vision as a school. We posted our school wide goal of improving test scores.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Although the plan was comprehensive in nature, the activities need to be prioritized with measurable goals and quantifiable targets. As part of the plan, the school provided teachers with more comprehensive ways to look at student performance data in order to make data-based decisions concerning student achievement, along with targeted professional development for implementing Common Core strategies across the content areas.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The largest barrier faced by the teaching staff and administration was time. For example, at the end of each assessment period, the teaching staff engages in focused data analysis of student performance and creates an action plan for meeting identified deficiencies; however, time constraints make it difficult to follow through with re-teaching during the regular school day. Administrators face similar time constraints in the attempt to provide ongoing coaching and feedback through the APPR and Instructional Walkthrough process.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The school community worked throughout the year to implement improvement plans that would positively impact student achievement through stronger curriculum and improved instructional practices. Data analysis from formative assessments and benchmarks provided the opportunity for groups of teachers and administrators to review student progress, discuss strategies and interventions, and look for areas to strengthen student learning.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Comprehensive Educational Planning was kicked off on July 2013 with a comprehensive review of all student achievement data from the 2012-2013 school year. This data included preliminary graduation rates for the 2009 cohort by school and by house, as well as reports on the number of credits awarded to our ninth grade students. The leadership team then analyzed NYS Regents testing results along with course passing rates. This analysis included a three year comparison. The leadership team then reviewed the most recent School Report Card.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
John Dewey High School is focusing on the identified sub-groups of Limited English Proficient the New York State Comprehensive English Regents Exam, the identified sub-groups of Hispanic, Economically Disadvantaged, Limited English Proficient, and Asian on the New York State Integrated Algebra Regents Exam. The guiding principles of the school remain as follows; continue to use student performance data to inform decisions about teaching and learning, school-wide implementation of the Common Core Learning Standards, including literacy across all curriculums, providing a safe and orderly learning environment, increasing parental involvement, the provision of an extended learning program to offer additional teaching and learning opportunities, continued implementation of the APPR system to ensure a universal and comprehensive accountability and monitoring system, and the provision of Professional Development opportunities to support the			

improvement of instructional practices and to increase student engagement.

Describe how the school leader(s) will communicate with school staff and the community.

The School Comprehensive Education Plan (SCEP) will be publicized via the school's website. It will also be presented to the Board of Education and the public at a parent meeting. Highlights of this plan will also be mailed home to parents and presented at the school's annual freshman orientation and open house.

Describe your theory of action at the core of your school's SCEP.

The major Guiding Principles that influence this plan are the tenets of School Improvement with focus on Tenet 3. *The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student leaning outcomes.*

Describe the strategy for executing your theory of action in your school's SCEP.

The major Guiding Principles that influence this plan are the tenets of School Improvement with focus on Tenet 3. *The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student leaning outcomes.*

List the key elements and other unique characteristics of your school's SCEP.

For the 2013-2014 school year student academic achievement targets will continue to be set for an increase in NYS ELA and Math scores. The Professional Development will be delivered in a differentiated format. Many of the selected topics will be delivered to the entire school community. For example the entire school will receive professional development on the goals and activities of the SCEP plan. This will occur during the negotiated professional development period (CPT). The entire staff will continue to receive professional development on the Common Core Learning Standards. Further professional development will be differentiated by grade level. The selection of all professional development subjects will be based on topics cited in the SCEP plan, classroom observations and walkthrough feedback, and district goals.

1. Create a professional development calendar by October 2013.
2. Teachers will participate in weekly professional development that target best practices from September 2013 through June 2014.
3. Teachers will begin the process of refining curriculum map and lesson plan alignment to Common Core Instructional Shifts and Webb's Depth of Knowledge by December 2013.
4. Student Learning Plans will be implemented at the end of each marking period to increase student achievement (November 2013, February 2014, April 2014, and June 2014).
5. By May 2014, school signs will be displayed that will welcome community members and promote the school mission and vision
6. The school will provide families a quarterly newsletter that communicates school issues, priorities, and student achievement information

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Specifics regarding the initiatives are identified in the following plan, including funding sources and designated amounts for key initiatives.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Develop rigorous teaching practices across all subjects and grades and ensure that there are multiple entry points into the curriculum so that all students, especially ELL and special education student make progress.

Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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	x	2.3 Systems and structures for school development
2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June, 2014 100% the Administrative team will fully implement the Danielson Framework rubric when conducting short cycle and formal classroom observations. Feedback will be provided for teachers that articulates clear expectations for teacher instructional practice in the 22 identified competencies with emphasis on provided for teachers that articulates clear expectations for teacher instructional practice in the 22 identified competencies with emphasis on 1E, 3B, and 3D.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. PD will be given to teachers on the Danielson Framework Rubric; in addition PD 360 Professional Development Video Library (software program) training; Learning Framework 360 Instructional Strategies And Techniques training.
2. Administrators will provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson’s Framework For Teaching. Administration will attend DOE and CFN 611 training sessions to implement the new system of teacher evaluation and development. The frequency of classroom observations will be once per month for new, probationary, and identified teachers in need of assistance and every other month for tenured teachers.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal and Assistant Principals

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Observed and documented changes in teacher instructional practices in identified competencies as per formal and short cycles of classroom observations will be used to evaluate the progress, effectiveness, and impact of the professional development and use of the PD 360 tools. The impact on student outcomes on NYS Math and ELA tests and Regents exams will also be evaluated.
2. The total number of observations completed by administration for each category of teacher (new, probationary, tenured) and the observed and documented changes in teacher instructional practices in the 22 identified competencies as per formal and short cycle classroom observations. Emphasis will be placed on competencies 1E, 3B, and 3D

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Title I SWP and Tax Levy funds will be used for supporting great teachers and leaders:
- To purchase software using Tax Levy money and professional development through the use of per session activities for teachers and administrators
 - To purchase School Improvement Network software and training
 - To pay teacher per session and per diem using Tax Levy and Title I funds as well as priority funds (GNNJ6) for activities before, during and after school
 - To pay for teachers and supervisors per session to come in July and August 2013 to plan and organize for the implementation for the Danielson rubric using tax levy and

priority funds (GMJZ4 and GMJZ5).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	X	Tax Levy	x	Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders				

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen assessment practices so that feedback loops and grading policies enable students to take ownership of their learning and achievement by developing a sense of efficacy to be successful in college and career.

Review Type:	QR	Year:	2012-2013	Page Number:	6	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

	3.2 Enact curriculum	x	3.3 Units and lesson plans
	3.4 Teacher collaboration	x	3.5 Use of data and action planning

Annual Goal #2

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

By June 2014 our school will align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. This will be measured by ensuring that 75 % of English, Science, Social Studies, and Math teachers will implement interim assessments and use results to recalibrate instruction as evidenced by teacher portfolios.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. To increase student outcomes, PD including but not limited to study groups, workshops, outside vendors, in-house lead teachers, and CFN workshops on CIE, CCLS, and school-wide goals. Some of the topics of study are: Common Core Learning Standards; Citywide Instructional Expectations; Questioning Strategies and Techniques; Analyzing Student Work To Inform Instruction; Team Building; How To Use Data; Writing Across the Curriculum; Project based learning; PD 360 Professional Development Video Library (software program); Learning Framework 360 Instructional Strategies And Techniques training sessions.
2. Principal and Assistant principals will review teacher practice, teacher lesson plans, student work, and interim assessment results to ensure that alignment to the citywide instructional expectations to make evaluation and support decisions aligned to Danielson's Framework for teaching and the new teacher evaluation development system.
3. Teachers and Administrators will conduct study sessions and inquiry team meetings to review student work against CCLS to identify gaps in instruction and adjust teaching practices and instructional planning, to assess student needs, and to identify ways to increase instructional rigor.

B. Key personnel and other resources used to implement each strategy/activity

1. Per session activities are set up for all teachers to take part in to reach these goals being led by the AP Supervisions for each department. The activities are being funded through Tax Levy and Title I funds.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

To evaluate the progress, effectiveness, and impact of professional development activities the following will be used:

- Progress shown by selected teachers in the delivery of instruction based on individual PD plans with delineated steps for progress and movement to the next level within the continuum.
- Agendas, sign-in sheets, and minutes from vertical team meetings, Instructional Lead Teacher meetings, and PD sessions
- Student work and hall bulletin boards that show evidence of student engagement in tasks in the four core academic areas (Math ELA, Social Studies, Science)
- Administrative formal and short cycle observations.

The progress, effectiveness, and impact

of administrative monitoring will be evaluated based on the progress shown by teachers:

- In the delivery of instruction as reflected in short cycle and formal observation documentation.
- In their ability to adjust lessons, units, and classroom assessments to address the gap between what the standards require and what their students know and are able to do.
- In their ability to implement classroom structures and assessment practices across all grades that encourage student self-reflection and engagement of students in the learning process.

D. Timeline for implementation and completion including start and end dates

1. July 2013 through April 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Title I SWP, Title I Priority/Focus, and Tax Levy funds will be used for supporting great teachers and leaders:

- To purchase software and professional development for teachers and administration using Tax Levy and Title I funds.
- To purchase School Improvement Network software and training using Tax Levy and Title I funds.
- To pay teacher per session and per diem activities before, during and after school purchase software and professional development workshops using Tax Levy and Title I funds.
- To pay Per Session for 6 Instructional Lead Teachers meeting fourteen Thursdays for 1.5 hours to develop teacher activities for the school-wide implementation of the CIE, Danielson Framework rubric, and CCLS curriculum development using Tax Levy and Title I funds.
- Supervisory Per Session in 1.5 to 3 hour sessions to be used by 2 Supervisors from September 2013 through June 2014 as needed for the development and implementation of the school-wide PD plan and supervision of weekday before and after school and Saturday student/teacher activities as needed using Tax Levy and Title I funds and priority funds (GNNJ9).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Higher-level questions and explicitly teaching students how to engage in a healthy discourse with their peers is not evident in all classrooms.

Review Type: QR	Year: 2012-2013	Page Number: 6	HEDI Rating: D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, through the use of school wide common planning time, teachers will be trained in asking higher order questions. 85% of teachers will develop highly dynamic and responsive lesson plans based on students' strengths and needs which will include high order questions as measured by informal and formal observations.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. By June 2014 lead teachers use summative and formative assessments including screening, progress monitoring, interim measure and outcome assessments to develop highly dynamic and responsive plans based on student's strengths and needs.

B. Key personnel and other resources used to implement each strategy/activity

1. Per-session activities are set up for lead teachers, AP's and teachers to implement the school-wide ELT and Danielson frame work rubric.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Observed and documented changes in teacher instructional practices in identified competencies as per formal and short cycles of classroom observations will be used to evaluate the progress, effectiveness, and impact of the professional development and use of the PD 360 tools. The impact on student outcomes on NYS Math and ELA tests and Regents exams will also be evaluated.

2. The total number of observations completed by administration for each category of teacher (new, probationary, tenured) and the observed and documented changes in teacher instructional practices in the 22 identified competencies as per formal and short cycle classroom observations.

D. Timeline for implementation and completion including start and end dates

1. After school and Saturday activities are set up September 2013-April 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Tax Levy and priority funds will be used for supporting great teachers and leaders:

- To purchase software and professional development for teachers and administration using priority funds (GNNJ7 and GNNJ8)
- To purchase School Improvement Network software and training
- To pay teacher per session and per diem activities before, during and after school purchase software and professional development workshops:
- To pay Per Session for 6 Instructional Lead Teachers meeting fourteen Thursdays for 1.5 hours to develop teacher activities for the school-wide implementation of the CIE, Danielson Framework rubric, and CCLS curriculum development using priority funds (GNNJA).
- Supervisory Per Session in 1.5 to 3 hour sessions to be used by 2 Supervisors from September 2013 through June 2014 as needed for the development and implementation of the school-wide PD plan and supervision of weekday before and after school and Saturday student/teacher activities as needed using priority funds(GNNJ5).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.						
	PF AIS		PF CTE	x	PF College & Career Readiness	PF Common Core
x	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	PF Supporting Great Teachers & 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

In the 2012-2013 High School Progress Report under "School Environment" the attendance rate was 87% below the chancellor's designated 90% rate.

Review Type:	PR	Year:	2012-2013	Page Number:	4	HEDI Rating:	NA
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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		5.3 Vision for social and emotional developmental health
	5.4 Safety	x	5.5 Use of data and student needs

Annual Goal #4

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

House and grade teams will design a system to monitor student attendance. By June 2014 student absence will be reduced by 2%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

To inform and motivate students to come to school on a regular basis the Guidance Department will collaborate with the Attendance teacher to establish the following activities:

- Every other month a school assembly by grade and/or school wide facilitated by Guidance, outside vendors, and the Dean will be scheduled to address such topics as Career and Job Readiness, Work Ethics, Respect for All, Bullying, and the Chancellor's Discipline Code.
- Perfect and Improved Attendance Award Assembly every other month.
- Signs will be posted throughout the school to address Bullying, Conflict Resolution, Human Rights, Anti-Bias Respect for All, and the Chancellor's Discipline Code.
- A school bulletin board will be created to display Attendance by Grade/Class and Perfect Attendance.
- Using the on-line "Survey Monkey" program a student survey will be conducted during the January/February, 2014 timeframe in which students can express their opinions about bullying, respect for peers and teachers, and conflict resolution.
- The Guidance Counselors and Dean will collaborate with the School Safety Team to identify safety issues and find solutions.

2 Student Survey: To identify the underlined causes of chronically absent students a student survey will be conducted in November 2013 and February 2014.

B. Key personnel and other resources used to implement each strategy/activity

1. Per session activities are set up for all teachers to take part in to reach these goals. The activities are being funded through Tax Levy and Title I funds.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

The effectiveness of the activities and initiatives to make the school environment a safe and healthy environment that is conducive for learning will be measured by the number of incidents reported in the OORS systems, suspensions, and the student responses on the January/February, 2014 student survey and the 2012-2013 DOE School Environment Survey.

2. On a monthly basis student attendance will be tracked to

determine how the resources, referrals, and activities have impacted students with absences.

D. Timeline for implementation and completion including start and end dates

1. After school activities are being set up September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Tax Levy funds will be used to:

- Purchase Student Incentives and Attendance Rewards
- Purchase Student Assemblies from outside vendors suing Tax Levy.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them.

Review Type:	QR	Year:	2012-2013	Page Number:	7	HEDI Rating:	P
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

X	6.2 Welcoming environment	x	6.3 Reciprocal communication
x	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

Families will consistently engage in open discussions that promote trust and clear expectations for student growth in academic performance and disciplined behavior from September 2012 to June 2013. To increase parent mailings by 50% and to ensure 100% of families have direct contact with teachers at least 2 times per year.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

Ongoing parent workshops such as ARIS, Teacher Effectiveness, Common Core, State Standards, Grade Level Curriculum, etc., needed to inform and involve them in the planning and decision making in support of their children's education. Materials and hands-on-training in literacy, math and use of technology will be provided.

- Conversations led by teachers about content knowledge with regard to the Common Core Learning Standards and student learning ethics during parent meetings (Parent/Teacher Conferences, Parent Association, School Leadership Team, Curriculum Night, Math Extravaganza, Art Evening, Science Fair; Parent Request, Teacher Scheduled Invitation
- Information sharing sessions on school reports (SCEP updates, State Test information, Common Core learning Standards, Quality Review, Progress

Report, Learning Environment Survey) and Department of Education Citywide Expectations during parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Provision of professional development opportunities to school staff based on the Translation and Integration policy to strengthen and improve parents outreach, communication skills and cultural competency in order to achieve the school's goals, vision and mission, student expectations.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers and administrators working with parent coordinator and community coordinator and parents.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Parent feedback on the yearly Learning Environment School Survey and the 2013-2014 8th grade promotion percentage as reported in the School Report Card and ARIS. The impact that the workshops have on parent engagement will be measured based on the number of parents that attend workshops as evident by Parent Sign-In sheets and their feedback on workshop surveys sheets

D. Timeline for implementation and completion including start and end dates

1. After school activities to increase contact, September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Title I SWP and Tax Levy funds will be used to:

- Pay for per-session rate for teachers and administrators to conduct Parent Workshops using priority funds (GNNJ3 and GNNJ4)
- Pay teachers per session for before/after school activities using priority funds (GNMHX and GNMHY)
- Pay teachers per-session rates to set up a series of workshops for parent using priority funds (GNNJ1 and GNNJ2)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	x	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	x PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

1. To improve student proficiency on NYS Regents Exams by 4%
2. To provide support for students in an effort to improve academic performance in classes by 4%
3. To improve school culture/climate relationships between students, teachers, and school. As a result, the percent of students who join an extracurricular activity will increase by 10%.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Regents Prep; SAT Prep; Tutoring; Clubs.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Teachers, 21st Century Grant Personnel

C. Identify the target population to be served by the ELT program.

1. All Students

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

x	21 st Century	x	Tax Levy		Title I SWP		Title I TA	x	Title I PF		C4E
x	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

Leadership – Using a push in and lunchtime and afterschool activities to work with students on their youth development
Hip Hop 4 Life - Using a push in and lunchtime and afterschool activities to work with students on their youth development

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

In class programming, after school clubs, PM School, Saturday School and Regents Review

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Leadership will partner with a select group of teachers to integrate standards-based curriculum into their classroom lessons around leadership development and conflict management. All teachers receive a copy of the curriculum for ongoing instruction and sustainability. The curricula engages students with experiential interactive learning exercises emphasizing communication, positive socialization and other skills necessary to succeed in school and in life while taking advantage of “teachable moments” to support the crucial needs and concerns of students at the moment that they manifest themselves. Hip Hop 4 Life uses two clubs, First Shades of Beauty Which is a personal development, self-esteem enrichment, and vision-building club that encourages positive development of young women by fostering healthy self- esteem, confidence and defining self-worth. Hip Hop 4 Life's Shades of Beauty club fosters an environment where teens are not judged, but empowered. Second is Man UP!, which is a personal development, self-esteem enrichment, and vision-building club that encourages positive development of young men by addressing the true definition of a man, fostering self-esteem, building confidence, and defining self-worth.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Leadership will partner with a select group of teachers to integrate standards-based curriculum into their classroom lessons around leadership development and conflict management. All teachers receive a copy of the curriculum for ongoing instruction and sustainability. The curricula engages students with experiential interactive learning exercises emphasizing communication, positive socialization and other skills necessary to succeed in school and in life while taking advantage of “teachable moments” to support the crucial needs and concerns of students at the moment that they manifest themselves. Hip Hop 4 Life uses two clubs; First Shades of Beauty Which is a personal development, self-esteem enrichment, and vision-building club that encourage positive development of young women by fostering healthy self- esteem, confidence and defining self-worth. Hip Hop 4 Life’s Shades of Beauty club fosters an environment where teens are not judged, but empowered. Second is Man UP!, which is a personal development, self-esteem enrichment, and vision-building club that encourages positive development of young men by addressing the true definition of a man, fostering self-esteem, building confidence, and defining self-worth.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Leadership will partner with a select group of teachers to integrate standards-based curriculum into their classroom lessons around leadership development and conflict management. All teachers receive a copy of the curriculum for ongoing instruction and sustainability. The curricula engages students with experiential interactive learning exercises emphasizing communication, positive socialization and other skills necessary to succeed in school and in life while taking advantage of “teachable moments” to support the crucial needs and concerns of students at the moment that they manifest themselves. Hip Hop 4 Life uses two clubs, First Shades of Beauty Which is a personal development, self-esteem enrichment, and vision-building club that encourages positive development of young women by fostering healthy self- esteem, confidence and defining self-worth. Hip Hop 4 Life’s Shades of Beauty club fosters an environment where teens are not judged, but empowered. Second is Man UP!, which is a personal development, self-esteem enrichment, and vision-building club that encourages positive development of young men by addressing the true definition of a man, fostering self-esteem, building confidence, and defining self-worth.

D. Are the additional hours mandatory or voluntary?

Mandatory

X

Voluntary

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students’ receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

We have created the after school and Saturday programming to be assessable to 100% of the students. The during the day in class programming reaches over 25% of the school. Between the two groups we will have more than 50% participation

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

Leadership will partner with a select group of teachers to integrate standards-based curriculum into their classroom lessons around leadership development and conflict management. All teachers receive a copy of the curriculum for ongoing instruction and sustainability. The curricula engages students with experiential interactive learning exercises emphasizing communication, positive socialization and other skills necessary to succeed in school and in life while taking advantage of “teachable moments” to support the crucial needs and concerns of students at the moment that they manifest themselves. Hip Hop 4 Life uses two clubs; First Shades of Beauty Which is a personal development, self-esteem enrichment, and vision-building club that encourage positive development of young women by fostering healthy self- esteem, confidence and defining self-worth. Hip Hop 4 Life’s Shades of Beauty club fosters an environment where teens are not judged, but empowered. Second is Man UP!, which is a personal development, self-esteem enrichment, and vision-building club that encourages positive development of young men by addressing the true definition of a man, fostering self-esteem, building confidence, and defining self-worth.

G. Are you using an ELT provider procured using the MTAC process?

Yes

x

No

H. Describe how you are evaluating the impact of the ELT program on student achievement.

We are using data to track the students that are in the program as well as the progress that they make toward promotion and graduation.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Tutoring during CPT Independent study time for credit recovery PM school Independent improvement planning Tutoring	Small group or one to one One to one Small group One to one with student, GC and parent	During the school day During school day or after school After school At convenience of parent After school and Saturday
Mathematics	Tutoring during CPT Independent study time for credit recovery PM school Independent improvement planning	Small group or one to one One to one Small group One to one with student, GC and parent	During the school day During school day or after school After school At convenience of parent After school and Saturday
Science	Tutoring during CPT Independent study time for credit recovery PM school Independent improvement planning	Small group or one to one One to one Small group One to one with student, GC and parent	During the school day During the school day During school day or after school After school At convenience of parent After school and Saturday
Social Studies	Tutoring during CPT 10 th grade humanities course for writing skills in the content area Independent study time for credit recovery PM school Independent improvement planning Tutoring	Small group or one to one Teacher to class One to one Small group One to one with student, GC and parent	At convenience of parent Bi monthly During the school day During the school day During the school day During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance intervention Pupil personnel team Youth development	One to one with GC, student and parent Team meeting	Provided by the guidance counselor, school psychologist and social worker.

	counselor (SAPIS) Counseling sessions Crisis counseling sessions Referral counseling sessions with school psychologist, social worker, outside agencies and CBO		
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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. Provide information for staff that may be eligible for Transition B certification.

High Quality and Ongoing Professional Development

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

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, and implementing Common Core Learning Standards into all lessons.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet *the intent and purpose* programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Measures to include teachers in decisions regarding assessment, coordination and integration of federal, state, and local services and programs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

The school has consultation meetings with the principal and the teachers to discuss a varied range of topics that include assessment in various settings such as collectable do now's and exit tickets, formal tests and practice regents. Departmental grade teams meet weekly with the department to discuss interim assessments and the results.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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);

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

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

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 540
School Name John Dewey High School		

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

Principal Kathleen Elvin	Assistant Principal Jesse Kupferman
Coach type here	Coach type here
ESL Teacher Emily Smith	Guidance Counselor Andrew Kenney
Teacher/Subject Area Chun Chan	Parent type here
Teacher/Subject Area Yin Ting	Parent Coordinator Kristine Gattuso
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	3	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1921	Total number of ELLs	445	ELLs as share of total student population (%)	23.17%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	445	Newcomers (ELLs receiving service 0-3 years)	280	ELL Students with Disabilities	43
SIFE	39	ELLs receiving service 4-6 years	102	Long-Term (completed 6+ years)	63

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										12	15	4	5	36
Chinese										43	79	64	73	259
Russian										3	3	2	5	13
Bengali										7	11	2	2	22
Urdu										5	12	5	3	25
Arabic										3	3	1	3	10
Haitian										6	9	1	9	25
French												1	3	4
Korean														0
Punjabi														0
Polish														0
Albanian											1			1
Other										3	6	7	4	20
TOTAL	0	0	0	0	0	0	0	0	0	82	139	87	107	415

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										40	47	35	19	141

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										20	58	32	41	151
Advanced (A)										36	42	25	50	153
Total	0	0	0	0	0	0	0	0	0	96	147	92	110	445

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										3	10	5	1
	I										11	25	34	44
	A										25	20	9	26
	P										27	15	12	10
READING/ WRITING	B										9	20	5	5
	I										37	36	45	57
	A										20	13	10	18
	P										0	1	0	1

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	132		35	
Integrated Algebra	321		262	
Geometry	122		93	
Algebra 2/Trigonometry	61		50	
Math				
Biology				
Chemistry	4		1	
Earth Science	117		88	
Living Environment	288		177	
Physics	37		19	
Global History and Geography	197		140	
US History and Government	110		81	
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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 1. The school uses LAB-R and the Spanish LAB to assess the early literacy skills of ELLs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. A major goal of the ESL/Bilingual Program at John Dewey is to move students toward proficiency in English. To that end we make collaborative efforts to prepare students for the NYSESLAT, the Comprehensive ELA Regents and other content-area Regents Examinations. In the Spring of 2013 445 ELLs took the NYSESLAT. An analysis of our NYSESLAT scores for Spring 2013 indicates a positive shift in proficiencies; Reading and Writing skills have improved in both the ESL and Bilingual populations whereas listening and speaking skills have changed little since last year. Consequently, NYSESLAT indicates that the listening/speaking modalities of our students now need to be addressed and special classroom attention needs to be focused on our students' oral/aural needs, in both the ESL and Bilingual programs. A review of the NYSESLAT Data for 2013 for the entire ELL population indicates that the majority of John Dewey ELLs are on the Intermediate and Advanced levels across the grades.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 3. With regard to the modality analysis, most students in grades 9 through 12 scored at the intermediate and advanced levels for reading and writing. These numbers represent a significant gain over the trend for the last three years when our students were weaker in these skills. More specifically, this year there is a greater proportion of students at the advanced level for reading and writing. This change in trend is encouraging in light of the new Common CORE Standards which emphasize the reading of informational texts and the writing of arguments based on the texts (specifically, Reading Standards 1 and 10 and Writing Standard 1). Studies indicate that most students have difficulties with reading and writing, display poor performance on written exams and lack necessary skills for success in college and careers. Thus, analysis of the NYSESLAT 2013 modalities data indicates that Dewey is on its way to making our ELLs ready for the future with reading and writing skills. We attribute this gain to the implementation last year of an instructional program targeting the reading and writing skills of Long-Term ELLs.

However, as was also mentioned in the prior section, results of NYSESLAT 2013 indicate that there is greater room for improvement in listening and speaking skills.

In order to help these students make gains we continue to differentiate instruction and offer instructional support for NYSESLAT through the implementation of a NYSESLAT skill support class at the intermediate level.. Teacher teams have been formed for ongoing articulation and the Pupil Personnel Team has targeted long-term ELLs for interventions. An ESL Regents Literacy class has been added to further accommodate at-risk students. The A.P. ESL Department and the A.P. English Department work together on instructional strategies and materials. Additional support is offered to ELLs through an after-school ELA Regents prep. We shall continue to emphasize challenging, student-centered structured group work and the implementation of scaffolded instruction to increase proficiency in all four language modalities in ESL, Bilingual and NLA classes. On all levels of instruction we use texts for grammar and structure, content and literature. Until students make gains on the NYSESLAT, they must remain on their current level of instruction. This has necessitated adjustments in course coding as well as in delivery of instruction.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- 4a. Question 3 discussed student results across proficiencies and grades. Our students take Regents in native languages as well as in English. While many students are successful on the English version of Regents Exams, nevertheless, the data shows that they are even more successful on Regents exams when they read and write in their native languages.
- 4b. School leadership and teachers are using the results of the ELL Periodic Assessments to inform instruction. They look at the overall test results and at the individual proficiency breakdown to identify areas of need and target interventions.

- 4c. The results from the Periodic Assessments enable the school to be better equipped to prepare ELLs for the NYSESLAT since specific skills deficiencies can be identified and addressed through the instructional program. Native language is used to help students transfer skills from L1 to L2.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL Department's teachers meet twice weekly in co-planning sessions to build curriculum that best supports second language development. The department's teachers also work with the school's other teachers to implement language-rich instructional practices in all disciplines. For example, this year we have added a Humanities class to complement our students' work in Global Studies. The planning for the course is done jointly between the school's ESL and social studies teachers.
7. For dual language programs, answer the following:
 a. How are the English-proficient students (EPs) assessed in the second (target) language?
 b. What is the level of language proficiency in the second (target) language for EPs?
 c. How are EPs performing on State and City Assessments?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 8. At John Dewey High School we evaluate the success of our programs in various ways. It will be seen in increased passing percentages in ESL, Bilingual, and NLA classes; increased participation rates and passing percentages on the Regents Examinations, increased participation and proficiency levels on the NYSESLAT, and increased participation in the Title III Saturday, Wednesday and After-School Tutoring Academies. We also judge success by the number of students accepted into college and careers.

Part IV: 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 ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 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 a counselor and the school's Parent Coordinator 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. The guidance counselor and translator assist 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 coordinator, 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. 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 117G. 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.)

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.
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 ESL, Mr. Jesse Kupferman, LAB BESIS Coordinator, Ms. A. Tapino, Parent Coordinator, Ms. K. Gattuso, Translators). Options are discussed if the parent wishes to change the ELL program the student is in. Agendas are prepared, along with sign-in sheets. All documentation is carefully maintained in the LAB-R/NYSESLAT Coordinator's Office. [JDHS does not offer a Dual Language Program.]
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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. 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.
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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The guidance department and LAB-BESIS coordinator determine eligibility for NYSESLAT testing and 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.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
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. The Chinese Native Language Arts instruction, taught by Ms. Choi Leung, has been immensely popular and successful. There has been an expansion of services as per Register, and as per OTC admissions. We will continue to add sections and classes to accommodate 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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
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 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. 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)?
 2. In the free-standing ESL Program at John Dewey High School, beginning level students have one basic ESL class and two additional skills classes that focus on the four language skills of listening/speaking and reading/writing. For 2013-2014 the Second Language Department offers sections of beginning level ESL with accompanying skills sections. On the intermediate level, students take two ESL classes per day for a total of 450 minutes. There are the primary classes and 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 grade-level ELA course and one ESL skills class, for a total of 450 minutes.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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, and Social Studies. Teachers are certified in their content-area.

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

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. Annual evaluation includes the Chinese Reading Test as well as the LOTE Examination. Also, new for 2013-2014, we have an Advanced Placement Chinese class.

With regard to our Bilingual Program in Chinese, students take ESL classes, Bilingual Content-area classes and Native Language Arts classes. As previously mentioned, for 2013 – 2014, there are 2 sections of intermediate level NLA and 2 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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL department uses the previous year's NYESLAT data and its co-planning meetings to develop formative assessment strategies that track student progress in the four modalities. The primary ESL classes (ESS61, ESS63, and ESS65) stress reading and writing, while the department's skill classes (QT, QTT, and Humanities) emphasize listening and speaking skills. All of the department's teachers share data and plan together at twice-weekly meetings.

6. How do you differentiate instruction for ELL subgroups?

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

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

a. To support Dewey's SIFE population, 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. The Resource Centers in each department are equipped with reference materials and the latest computer technology.

b. Classroom teachers differentiate instruction. Small group instruction is conducted as well as one-on-one support in the Second Language Resource Center. Bilingual, ESL, NLA and content-area teachers attend Professional Development workshops to discuss strategies and necessary interventions. A common planning team and a common prep period have been implemented for Professional Learning Communities to address newcomer issues. Resource Centers in each department are equipped with reference materials, the latest computer technology and pedagogical staff. ESL teachers are available to assist students with classwork, preparation for the ELA Regents, as well as for NYSESLAT preparation.

c. For ELLs receiving service 4 to 6 years we apply for extension of services to support these students in their efforts to learn English and meet with academic success. In order to assist students in reaching proficiency in all four language modalities we implement a variety of instructional strategies and methodologies in both the ESL and the Chinese Bilingual programs. These include the following: peer tutoring, small group instruction in ESL and ESL and Bilingual content-area, before, during and after-school, use of audio-visual materials, ongoing and consistent PPT intervention and parental outreach, Title III Saturday and After-school Programs, College Now classes. Additionally, bilingual libraries are utilized in classrooms, the Second Language Resource Center and the Dewey Library. Bilingual, ESL, NLA and content-area teachers attend Professional Development workshops to discuss strategies and necessary interventions. A common planning team has been implemented for Professional Learning Communities to address the issues of ELLs receiving services for 4 to 6 years.

d. In ESL, ESL-content-area, Bilingual content-area and NLA classes, bilingual and ESL strategies and methodologies are used to instruct these students. Differentiated instruction is provided in each class to accommodate the learning styles and learning rates of these students. Where applicable, technology is used to enhance instruction. Small group instruction provides interaction between LTEs and teachers on a daily basis. The unique features of the school include an extended day for students to work with teachers in small groups for independent study projects. Resource Centers in each department are equipped with reference materials, the latest computer technology and pedagogical staff. Dedicated bilingual and ESL support personnel are available to support these students.

e. Former ELLs are allowed the opportunity to attend the department's Regents Preparation classes on Wednesdays and Saturdays. On a case-by-case basis, some former ELLs are allowed to take a bilingual class in a particular subject area.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

7. [need to put ELAND stuff here]

For ELLs with special needs, Dewey provides a variety of services. ELL-SWDs are provided with ESL services as per their proficiency level on the NYSESLAT and also with the other related services as indicated on their IEPs, (small classes, SETSS, Integrated Co-Teaching, related services of counseling or speech), and small group instruction. They also have access to the school's Title III programs. At the beginning of the year, each teacher receives a flash-drive with the IEP's for each Special Education student, or can access IEP's on-line through SESIS. This enables the teachers to differentiate instruction to address each student's individual needs. Classroom teachers also work with Special Education Paraprofessionals for bilingual students mandated for an alternate placement paraprofessional, to facilitate adaptation of instruction to the needs, abilities and modalities of these students.

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

8. John Dewey High School uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's within the least restrictive environment in the following ways: (Ms. M. Werth is the AP ISS Department at Dewey). First of all, common planning time for Professional Learning Communities to meet, built into the daily program, enables teachers to meet to discuss the best way to address the needs of these students. In addition to their ELL-mandated classes, students with disabilities are also programmed for either self-contained, special education teacher support services, or integrated co-teaching classes. Vocabulary is stressed using adapted textbooks, high interest/ low reading literature. Classroom instruction uses specialized strategies and methodologies as well as the use of graphic organizers. Within classes, students are divided into small groups using differentiated activities and worksheets. Alternate Placement Paraprofessionals are assigned to Bilingual students with disabilities. They assist students in their self-contained classes, when they have difficulties with the language of instruction. Ninth Grade students are scheduled for a reading class using a decoding based program, (REWARDS). In addition, Related-Service Guidance Counselors push-in to classes on every grade level to support students' emotional needs.

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	Chinese			
Social Studies:	Chinese			
Math:	N/A			
Science:	Chinese			

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

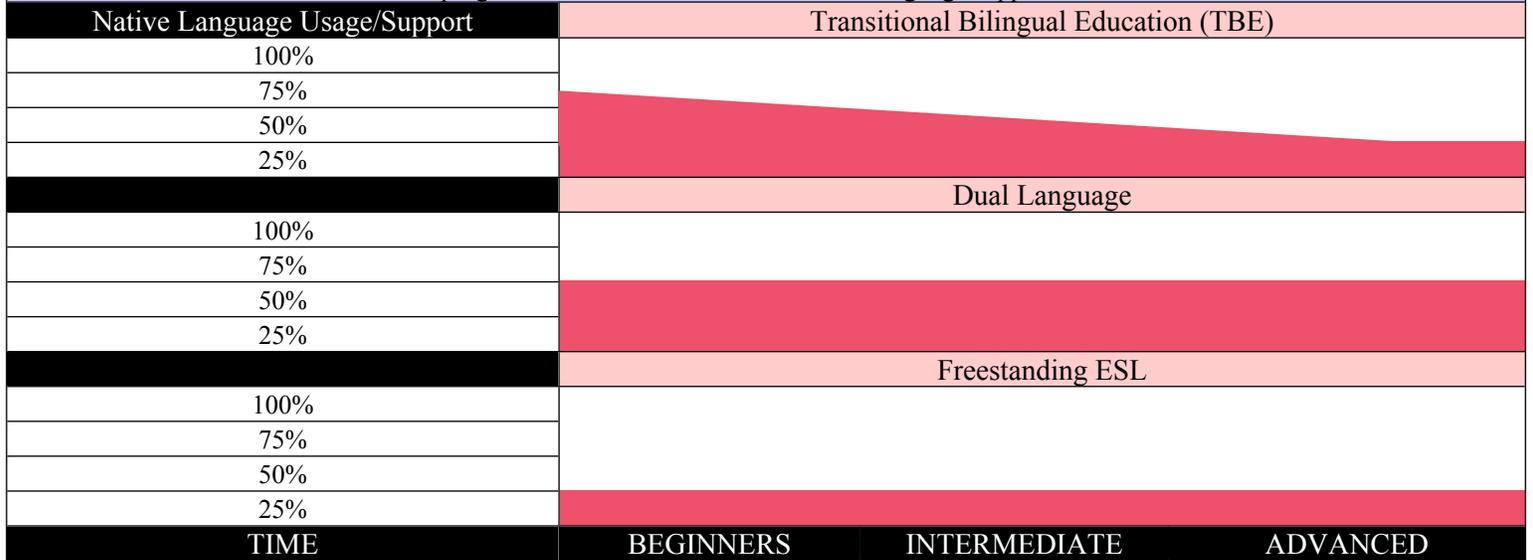
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

29. 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 2014 and 2015. Additionally, ESL and ELA classes address the needs of ELLs with targeted classes on the advanced and transitional levels. Teachers have received professional development and QTEL training, and differentiate instruction and implement ESL strategies and interventions. 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. The AP ESL and the AP English, Ms. E. Creveling, 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: 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 activities are used to reinforce concepts. Science teachers pair ELLs to increase involvement with one another. Teachers help students develop listening skills by presenting information and directions both verbally and visually; increasing reading aloud from content-specific texts and readings in each lesson, modeling the pronunciation of difficult words in the lesson and having students repeat vocabulary. Science teachers help ELLs develop study skills by encouraging them to use textbook features such as captions, bold type and italics. They also encourage students to practice study questions in the text and in online sites that have an audio component. Students are prepared for in-class exams and Regents through the use of review materials which use all learning modalities. Students are encouraged to re-write class notes and vocabulary words every night.

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

Social Studies: A recently-created Humanities course complements the work done in the Global Studies classroom. The class in comprised of 50% ELLs and 50% non-ELLs. Curricular interventions focus on listening and reading comprehension skills in

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

John Dewey High School's current ELL program is working to make our ESL classes more content driven so that our students are better supported in their pursuit of Regents and Advanced Regents diplomas. The recently-created Humanities class -- a companion to Global Studies -- aims to accelerate the content acquisition and appreciation of our ELLs.

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

11. As the modality tables on the NYSESLAT indicate, this year we need to shift gears in the focus of our instruction. In NYSESLAT 2011, our ELLs were more proficient in reading and writing than in listening and speaking. All classroom, ELA/ELL classes and Title III classes will now implement strategies and methodologies conducive to developing aural/oral skills while continuing to use strategies to improve skills in reading and writing. This includes the use of more audio texts in class, (including increasing our inventory with the Heinle Cengage Explorer and Foundation series), and affording more time for individual and group oral presentations in class, as well as more frequent practice of dictation and note-taking. Additionally, we are aligning our curricula maps with the new core standards in ELA. We shall now include more non-fiction reading to prepare students to write informational essays, from the beginning through the transitional levels. If budget affords, we shall purchase more texts and audio-visual materials to facilitate instruction. With regard to technology, Dewey has purchased Promethean Boards, and our teachers have begun training. They are also becoming familiarized with ARIS Learn and Datacation so that we shall incorporate more technology into our classrooms this year.

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

12. Currently we are unable to offer last's year's newly-implemented reading / writing classes targeting the skills of Long-Term ELLs who have remained on the same level of NYSESLAT for three years (or more), in a row. If we had another ESL teacher, once again we would target one program specifically addressing the needs, (especially oral/aural), of Long-term and academically at-risk ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

13. Dewey's ELLs are afforded equal access to a broad range of all school programs. They participate in the Computer Science Institute, the Academy of Finance, all Advanced Placement classes, all Foreign Language Classes (Chinese, French, Italian, Russian and Spanish), all extra-curricular activities (including participation in the ESL Department publication, Polyglot), and all supplemental services including Saturday and after-school academic programs. We also offer student orientations in May and September to acclimate newly-arrived ELLs. College-Now Basic Writing is also available to all ELLs who are upper Sophomores, Juniors or Seniors.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14. To support instruction in ESL and ESL content-area classes, we use a wide variety of age-appropriate instructional materials and have incorporated additional technology. These include textbooks, workbooks, informational texts, novels, plays, short stories and poetry, in English and Chinese, adapted novels and audio-texts. In ESL we have added Heinle-Cengage mainstream textbooks on the beginning, intermediate and advanced levels. We have also added the National Geographic Explorer series of texts and audio-visual materials for our Saturday and Wednesday Academies. To assist students with decoding and phonetic difficulties, our inventory also includes the Heinle Intervention Phonetics Kit.) Our Title III After-School Tutoring Program supplies Regents Examination preparatory texts in ELA and subject areas of mathematics, science and social studies. These are bilingual and English dictionaries for students in ESL, ELA and subject-area classes. Additionally, Dewey has Native Language Libraries in French, Russian, Chinese, Urdu, Bengali and Spanish. These are located in classrooms, the Foreign Language Resource Center, as well as in the school library. Each Resource Center at Dewey is equipped with computers. In addition, ELLs have classes in the in the computer rooms, and teachers of ELLs have access to Promethean Boards, and computers-on-wheels. Our computer programs for ELLs include Rosetta Stone, Achieve 3000 and Destination Math.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

15. Support for Native Language Arts instruction at Dewey is provided in the Chinese Bilingual program as follows: Instruction is provided at the beginning, (no need this year), intermediate and advanced levels, by a teacher who is fully licensed in Mandarin Chinese, Ms. C. Leung. Bilingual instruction in Chinese and English is also offered in content-area classes in Social Studies, Science, and Mathematics. (We also offer Foreign Language Chinese as a foreign language choice and the students are

also scheduled for an NLA class on period daily.)

Additional Native Language support for all major languages at Dewey is given:

- Welcome meetings are held in the Fall and Spring with translated services
- School correspondence and outreach are delivered in Native Language.
- Title III Parent Information and Involvement and Long-Term ELL Grant Evenings, and Parent / Teacher Meetings are held with the assistance of Bilingual and ESL counselors and school translators
- Peer-Tutors (especially from FL/ESL Honor Societies), assist students in ESL, Bilingual and Content-Area classes.
- Title III After-School Bilingual/ESL tutoring (with ESL Teachers) for Science, Mathematics, ELA, Social Studies.

In the ESL and ESL content-area classes, (as well as in the bilingual classes), native language support is given in the form of dictionaries and glossaries. Foreign Language/ESL Classrooms, Resource Center and the school library possess Native Language book collections. Peer tutors from our Honor Academies assist students in native Language as well as in English. Many staff members at Dewey are multilingual, so they too provide support to Native Language speakers.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

16. Dewey's required services support and resources correspond to ELLs' ages and grade levels. All materials, texts, and resources used for the instruction of ELLs are age-appropriate and infused with academic rigor to ensure that these students have full access to the instructional program and are on a level playing field with their English-proficient peers. Instruction is standards-based and the students are challenged. ELLs are expected to achieve to high standards with appropriate supports and interventions. ESL classes are infused with content area material and informational texts in accordance with the new CORE standards. We have carefully selected materials from a variety of genres that are appropriate for high-school students. Additionally, our Ninth and Tenth Grade Academies help students make the adjustment between middle school and high school and from ninth to tenth grades, by focusing on basic skills, such as organization, note-taking, etc., and skills sessions. Our teachers and staff in the ELL Academy (ELL Cluster), work as a dedicated team on instructional and Guidance concerns for all ELLs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

16. In order to assist newly-enrolled ELLs, before the beginning of the school year, a variety of activities take place. These include the following:

- June and August orientations for parents and students with the Principal, Assistant Principals and the Parent Coordinator, Ms. K. Gattuso.
- In September, ELLs and their parents/guardians, are invited to another Evening Orientation Session as well as to a Second Language Department "Welcome Evening."

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1-2. 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, QTEL training, training by the LAP Team, in-house workshops, BETAC workshops, professional learning communities, monthly departmental meetings, and inter classroom observations and inter visitations. The Assistant Principal of the 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 ESL 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 ESL 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:

- 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
- 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

Instructional and guidance support. Teachers have common prep time to plan and collaborate on student progress.

3. 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.

4 .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 provides ongoing ESL training throughout the year during professional development workshops as per Jose P. Certificates indicating the number of training hours received are given out at the conclusion of the Title III Professional Development. Copies of these certificates as well as copies of certificates received from OELL / QTEL /BETAC Workshops are also placed in each teacher's individual file in the Principal's office. We also keep on files (in the Second Language Department office, Room 259), copies of Agenda and Attendance sheets from all Title III Professional Development and Network sessions. Additionally, information in ESL/ ESL/BL Content-Areas is also forwarded to Instructional AP's and teachers.

Throughout the year teachers attend these workshops. Our Achievement Coach/ELL Instructional Specialist, Ms. Soeurette Fougere

visits our school frequently, meets with teachers and staff and when time permits, provides workshops.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 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 ESL 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 ESL and the guidance 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. At this time, John Dewey does not partner specifically with agents that target parents/guardians of ELLs.
 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: John Dewey High School

School DBN: 21K540

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kathleen Elvin	Principal		11/15/13
Jesse Kupferman	Assistant Principal		11/15/13
Kristine Gattuso	Parent Coordinator		11/15/13
Emily Smith	ESL Teacher		11/15/13
	Parent		11/15/13
Chun Chan	Teacher/Subject Area		11/15/13
Yin Ting	Teacher/Subject Area		11/15/13
	Coach		1/1/01
	Coach		1/1/01
Andrew Kenney	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 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 450 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, the LAB-R/NYSESLAT Coordinator, and the Assistant Principal of Organization.

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.

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 English Regents and NYSESLAT exams.
- 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/afterschool 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:		