



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	21K540
School Name:	JOHN DEWEY HIGH SCHOOL
Principal:	KATHLEEN ELVIN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: John Dewey High School School Number (DBN): 21K540
School Level: High School Grades Served: 9-12
School Address: 50 Avenue X Brooklyn, New York 11223
Phone Number: 718-373-6400 Fax: (718) 266-4385
School Contact Person: Frank Benpensata Email Address: FBenpen@schools.nyc.gov
Principal: Kathleen Elvin
UFT Chapter Leader: Michael Solo
Parents' Association President: Robert Accurso
School Leadership Team
Chairperson: Frank Benpensata
Student Representative(s): Tianna Fergus, Clemence Valery

District Information

District: 21 Superintendent: Michael Prayor
South Shore Educational Complex
6565 Flatlands Avenue
Superintendent's Office Address: Brooklyn, NY 11236
Superintendent's Email Address: MPrayor@schools.nyc.gov
Phone Number: 718 968-4100 Fax: 718 241-9223

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 611 Network Leader: Deborah Schaefer

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kathleen Elvin	*Principal or Designee	
Michael Solo	*UFT Chapter Leader or Designee	
Robert Accurso	*PA/PTA President or Designated Co-President	
Not Applicable	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	CBO Representative, if applicable	
Frank Benpensata	Member/ CSA	
Roseann Ponce	Member/ UFT	
Cheryl Varghese	Member/ UFT	
Clemence Valery	Member/ Student	
Tianna Fergus	Member/ Student	
Zoraida Asencio	Member/ Parent	
Kaydian Bryan	Member/ Parent	
Dawanda Pearson	Member/ Parent	
Nicki Pira	Member/ Parent	
	Member/	
	Member/	

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

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

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

A review of the 2013-2014 SCEP showed several strengths including clear recommendations and citations from the New York State Education Department (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 also posted our school wide goal of improving test scores.

Although our 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.

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 Annual Professional Principal Review (APPR) and the Instructional Walkthrough process.

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.

Planning for the Comprehensive Educational Plan began in July 2014 with a comprehensive review of all Student achievement data from the 2013-2014 school year. This data included preliminary graduation rates for the 2010 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 Data.

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.

For the 2014-2015 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 School Comprehensive Education Plan (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 2014.
2. Teachers will participate in weekly professional development that target best practices from September 2014 through June 2015.
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 2014.
4. Student Learning Plans will be implemented at the end of each marking period to increase student achievement (November 2014, February 2015, April 2015, and June 2015).
5. By October 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.

Last year, we began weekly professional development sessions during common planning based on teacher pedagogical needs such as utilizing higher order questions, increasing student engagement, and using data to inform instruction. This year, we began the professional development in September and included topics the staff felt were needed such as building positive relationships with students and how to make all students feel This is aligned to Tenet 2.

In addition, we increased parental involvement. Our International Night this past May had over 400 students, staff, and families attend. In addition the Parents Association’s “Dewey Disco Ball” in March was well attended. This year, we are continuing to build momentum by holding a Parent Association Thanksgiving Celebration. This is aligned to tenet 6.

21K540 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	2015	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	21	# SETSS	5	# Integrated Collaborative Teaching	44
Types and Number of Special Classes (2014-15)					
# Visual Arts	23	# Music	5	# Drama	6
# Foreign Language	51	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.8%	% Attendance Rate			87.3%
% Free Lunch	78.5%	% Reduced Lunch			5.6%
% Limited English Proficient	24.4%	% Students with Disabilities			12.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			25.8%
% Hispanic or Latino	21.0%	% Asian or Native Hawaiian/Pacific Islander			38.8%
% White	13.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.62	# of Assistant Principals (2014-15)			11
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			9
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			4.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)			5.09
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A

Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	59.6%	Mathematics Performance at levels 3 & 4	76.3%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	85.5%	% of 2nd year students who earned 10+ credits	79.1%
% of 3rd year students who earned 10+ credits	74.2%	4 Year Graduation Rate	79.2%
6 Year Graduation Rate	80.3%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	X
Focus District	X	Focus School Identified by a Focus District	
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	NO
White	NO	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	NO
White	YES	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White	YES	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

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

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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. Although we have made strides in component 3D(Assessment), student assessment, there is still improvements that need to be made. 80% of teachers are utilizing collectible Do Now's and/or exit tickets but teachers need to be trained on giving feedback in the moment. In addition, although we give interim assessments at least 4 times a year, all teachers are not utilizing the results to drive instruction. This is aligned to tenet 4. This area of growth was based on internal review findings as well as from the network team review in May 2014.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, John Dewey High School will increase the number of students on grade level by 5% as evidence by the results on the New York State ELA Exam. This will be accomplished by aligning assessments to curricula, using on-going assessment and grading practices, and analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>To increase student outcomes, professional development (PD) will include study groups, workshops, outside vendors, in-house lead and Department of Education /Children FirstNetwork (CFN) led workshops on the Common Core Learning Standards, and school-wide goals. Some of the topics of study include: 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.</p>	<p>Teachers and Assistant Principals</p>	<p>July 2014 through April 2015</p>	<p>Principal and Assistant Principals</p>
<p>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.</p>	<p>Teachers and Assistant Principals</p>	<p>July 2014 through April 2015</p>	<p>Principal and Assistant Principals</p>
<p>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. When teachers and administrators are working together, trust is built and this is imperative in moving the school forward.</p>	<p>Teachers and Assistant Principals</p>	<p>July 2014 through April 2015</p>	<p>Principal and Assistant Principals</p>
<p>Parents will be invited to attend workshops throughout the year focusing on the CCLS, and citywide expectations. This will build trust amongst the parents and school by keeping the parents aware of what is being done inside the classroom.</p>	<p>Parents</p>	<p>July 2014 through April 2015</p>	<p>Parent Coordinator, and Parent’s Association President, Assistant Principals, and Teachers</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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 2014 through June 2015 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 funding.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Not Applicable

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

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. This will be measured through classroom observations aligned to the Danielson Rubric.
- 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:

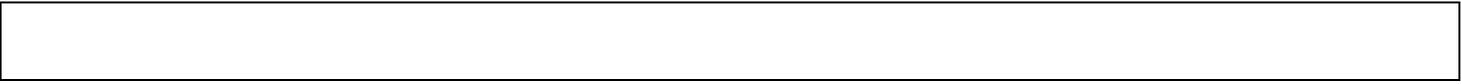
- In the delivery of instruction as reflected in short cycle and formal observation documentation.
- In their ability to adjust lessons, units, and classroom assessments to address the gap between what the standards require and what their students know and are able to do.
- In their ability to implement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

This will be monitored weekly throughout the year and feedback will be given within a day on the observations.

Part 6b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In the 2013-2014 High School Progress Report under “School Environment” the attendance rate was 87% below the chancellor’s designated 90% rate. As a result, our attendance is 3% under our target number. The attendance rate will be at least 90% this upcoming year. Attendance has improved 2% over the previous year but still not at the target of 90%.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

House and grade teams will design a system to monitor student attendance. By June 2015 student attendance will be increased 3% to at 90% as measured by ATS reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities,

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>The Guidance Department will collaborate with the Attendance teacher to establish the following activities:</p> <ul style="list-style-type: none"> - 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. <p>Through these interventions, trust will be built amongst students and staff. As a result, attendance will improve.</p>	Students	July 2014 through April 2015	Teachers, Guidance Counselors, Assistant Principals, Principal
<p>A school bulletin board will be created to display Attendance by Grade/Class and Perfect Attendance.</p>	Students	July 2014 through April 2015	Teachers, Guidance Counselors, Assistant Principals, Principal
<p>Using the on-line “Survey Monkey” program a student survey will be conducted during the January/February, 2015 timeframe in which students can express their opinions about bullying, respect for peers and teachers, and conflict resolution.</p> <p>Through these interventions, trust will be built amongst students and staff. As a result, attendance will improve as students will understand that we are listening to their concerns.</p>	Students	July 2014 through April 2015	Teachers, Guidance Counselors, Assistant Principals, Principal
<p>The Guidance Counselors and Dean will collaborate with the School Safety Team to identify safety issues and find solutions.</p> <p>2 Student Survey: To identify the underlined causes of chronically absent students a student survey will be conducted in December 2014 and February 2015.</p>	Students	July 2014 through April 2015	Teachers, Guidance Counselors, Assistant Principals, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy funds will be used to:

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

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Not Applicable

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

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, 2015 student survey and the 2014-2015 DOE School Environment Survey. When students feel welcomed and comfortable in a learning environment, their attendance will improve. Student leadership teams will be developed throughout the houses to address areas of improvement. When students feel vested in the process, their attendance will improve using the “Skin in the Game” mentality.

2. On a monthly basis student attendance will be tracked to determine how the resources, referrals, and activities have impacted students with absences.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

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

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

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers need to 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. This includes the use of glossaries, graphic organizers, kindles, and iPads to help students meets the learning objectives. Additionally, teachers will use interim assessment results along with essay trackers in ELA and Social studies to inform instruction. Teachers will work collaboratively to revise lesson plans based on evidence in the interim assessments. This will be done during Common Planning Time. This area of growth was based on internal review findings as well as from the network team review in May 2014.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% the teachers will recognize the individual needs and experiences of students, and work together to better understand and support those diverse needs. Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry as measured by observation reports, grade team meeting minutes, and iterim assessment results.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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.	Teachers	July 2014- April 2015	Principal and Assistant Principals
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 week for new, probationary, and identified teachers in need of assistance and every other week for tenured teachers. Emphasis will be placed on Components 3B (Questioning) and 3D (Assessment), questioning and assessment. The feedback will be given within a day. Using this coaching model, teachers will build trust in their administrators.	Teachers	September 2014-April 2015	Principal and Assistant Principals
Interim assessment results will be given to parents through skedula (Pupilpath). In addition, parents will be invited to view assessments, get trained on pupilpath, and use of ipads and glossaries. This will build trust between school staff and parents.	Parents	September 2014- April 2015	Parent Coordinator, Parent’s Association President, Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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

- 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 2014 to plan and organize for the implementation for the Danielson rubric using tax levy.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

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 8 identified competencies as per formal and short cycle classroom observations. Emphasis will be placed on competencies 3B, and 3D

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

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

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

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Higher order questioning and effective student engagement was not evident in majority of classrooms observed. This area of growth was based on internal review findings as well as from the network team review in May 2014. Higher-level questions and explicitly teaching students how to engage in a healthy discourse with their peers is not evident in all classrooms. Principal and Assistant Principals will observe classes regularly and give feedback within a day focusing on Components 3B and 3D, student Engagement and Questioning on the Danielson rubric.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Leaders effectively use evidenced-based systems to examine and improve individual and school-wide practices in student achievement, curriculum and teacher practices, and leadership development. As a result, 90% of teachers will develop highly dynamic and responsive lesson plans based on students’ strengths and needs which include high order questions by April 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>By June 2015 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. As a result, students will build trust in their teacher. As this confidence builds, student performance will improve.</p>	<p>Teachers</p>	<p>July 2014- April 2015</p>	<p>Principal and Assistant principals will train House Assist teachers to lead PD’s on formative assessment, essay trackers, and giving on the spot feedback to students so they can improve. These teachers will then train the other members of the house at Common Planning Time meetings.</p>
<p>Through Common Planning time meetings, teachers, will analyze student work and discuss best practices. Lesson plans will then be adjusted addressing individual; student needs. This includes incorporating modifications for SWD’s and ELL’s such as use of graphic organizers, Ipads, and glossaries.</p>	<p>Teachers</p>	<p>July 2014- April 2015</p>	<p>Principal and Assistant principals will train House Assist teachers to lead PD’s on formative assessment, essay trackers, and giving on the spot feedback to students so they can improve. These teachers will then train the other members of the house at Common Planning Time meetings.</p>

Interim assessment results will be given to parents through skedula (Pupilpath). In addition, parents will be invited to view assessments, get trained on pupilpath, and use of ipads and glossaries. This will build trust between school staff and parents.	Parents	July 2014- April 2015	Parent Coordinator, Parent's Association President, Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy funds will be used for supporting great teachers and leaders:
 - To purchase software and professional development for teachers and administration using priority funds.
 - 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.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Tax Levy funds will be used for supporting great teachers and leaders:
 - 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.
 - Supervisory Per Session in 1.5 to 3 hour sessions to be used by 2 Supervisors from September 2014 through June 2015 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.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1. Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas of student achievement, curriculum/teacher practices, and leadership development. 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. This will be evaluated at the end of semester 1 in January 2015.

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 8 identified competencies as per formal and short cycle classroom observations. This will be evaluated at the end of semester 1 in January 2015.

Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

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

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

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them. This includes students obtaining the advanced regents diploma, taking advanced placement courses, taking SAT II exams, and obtaining at least an 85 average. There needs to be more communication between parents and families concerning the a culture of high expectations in John Dewey High School. This area of growth was based on internal review findings as well as from the network team review in May 2014.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Families will consistently engage in open discussions that promote trust and clear expectations for student growth in academic performance and disciplined behavior from September 2014 to June 2015. As a result, by June 2015, 75% of families will have direct contact with teachers at least 3 times per year as measured by parent visitation logs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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.	Parents	July 2014- April 2015	Parent coordinator, Principal. Assistant Principals, Guidance Counselors
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. This will also build trust between staff and families.	Parents	July 2014- April 2015	Parent coordinator, Principal. Assistant Principals, Guidance Counselors
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. This will improve performance in our ELL population. This will also build trust between staff and families.	Parents	July 2014- April 2015	Parent coordinator, Principal. Assistant Principals, Guidance Counselors
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. This is especially important to students with disabilities and ELLSs. This will also build trust between staff and families.	Parents	July 2014- April 2015	Parent coordinator, Principal. Assistant Principals, Guidance Counselors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 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.
 - Pay teachers per session for before/after school activities using priority funds.
 - Pay teachers per-session rates to set up a series of workshops for parent using priority funds.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Not Applicable													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Parent/Counselor contact logs will be analyzed to determine if parents have had direct contact with the at least twice by January 2015. Parent feedback on the yearly Learning Environment School Survey. 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.

Part 6b. Complete in **February 2015.**

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|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Class scholarship data, prior regents exam scores, interim assessment results.	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	Class scholarship data, prior regents exam scores, interim assessment results.	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
Science	Class scholarship data, prior regents exam scores, interim assessment results.	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
Social Studies	Class scholarship data, prior regents exam scores, interim assessment results.	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

		Tutoring		Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance data, dean records, teacher/counselor anecdotes	Attendance intervention Pupil personnel team Youth development counselor (SAPIS) Counseling sessions Crisis counseling sessions Referral counseling sessions with school psychologist, social worker, outside agencies and CBO	One to one with GC, student and parent Team meeting	Provided by the guidance counselor, school psychologist and social worker

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
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. <input type="checkbox"/> Provide information for staff that may be eligible for Transition B certification.

2b. 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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Not Applicable

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	1,466,822	X	10, 11, 16, 23, 24
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	60,616		
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	10,467,408	X	10, 11, 13, 14, 16, 19, 20, 23, 24

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section 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	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
Intermediate(I)										20	58	32	41	151
Advanced (A)										36	42	25	50	153
Total	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/	B										3	10	5	1

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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.
 - The school uses LAB-R and the Spanish LAB to assess the early literacy skills of ELLs.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 - 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 [AMAO 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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - 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 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 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 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.

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.

Courses Taught in Languages Other than English

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

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

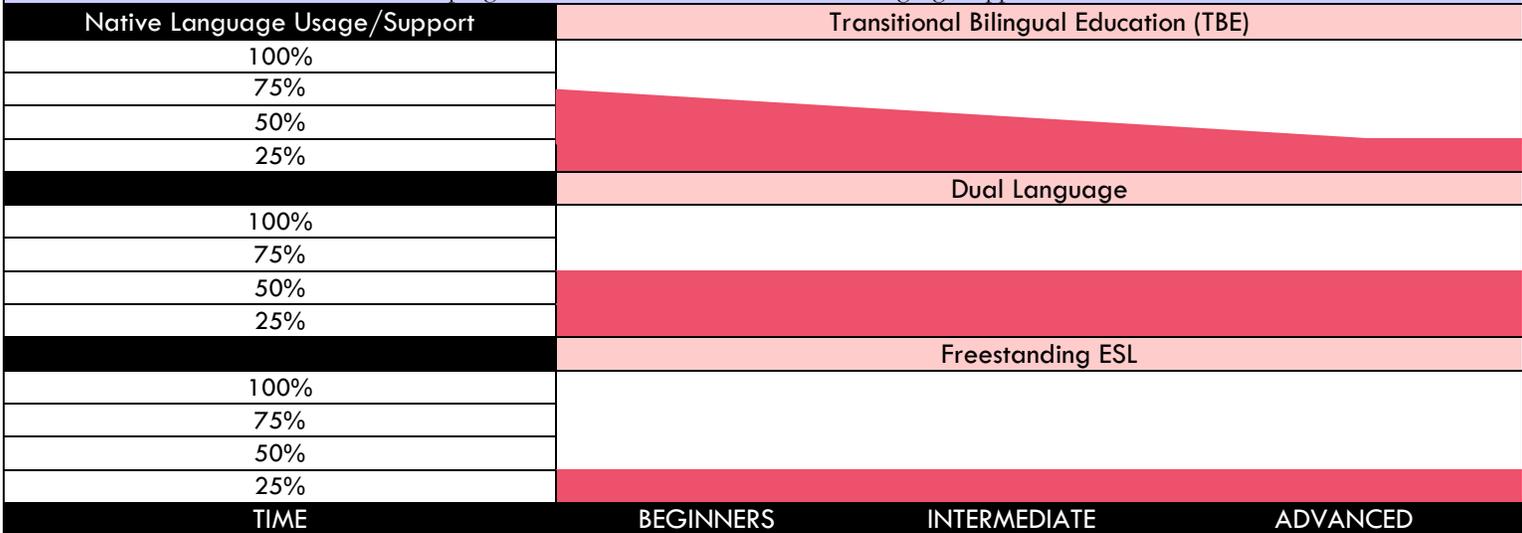
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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: <u>John Dewey High School</u>		School DBN: <u>21K540</u>	
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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 10
of certified ESL/Bilingual teachers: 6
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: At John Dewey High School, 21K540, approximately 488 English Language Learners in grades 9 through 12 are served through either Transitional Bilingual Chinese or through English as a Second Language classes. In order to enable English Language Learners to meet the challenging requirements for high school graduation, to meet with success in subject classes and required Examinations, and to grow in English proficiency as tested on NYSESLAT and for college and career readiness, we will continue to implement Title III Saturday and after-school programs for English Language Learners, grades 9 through 12.

A review of the NYSESLAT data for 2014 indicates that the majority of John Dewey ELLs are on the intermediate and advanced levels across the grades. Of the 363 ELLs who took the NYSESLAT in May 2014, 73 scored at the beginning level, 124 at the intermediate level, 112 at the advanced level and 54 exited the program. With regard to the modality analysis, in 2014, most students in grades 9 through 12 scored at the intermediate and advanced levels for speaking and writing. Listening and reading are the weaker modalities in both the ESL and Bilingual Programs

Title III NYSESLAT Saturday Academy will be taught by ten [10] teachers: five [6] fully certified ESL teachers, one [1] social studies teacher, one [1] math teacher, one [1] science teacher, and one [1] art teacher to accommodate approximately 100 ELLs in grades 9 through 12, for 18 scheduled 3.75 hour sessions from November 8, 2014 to June 13, 2015 and serve 100 students on the beginning, low intermediate and high intermediate levels. The following are the dates of the Saturday Academy: 11/8, 11/15, 11/22, 12/13, 1/10, 1/24, 2/7, 2/28, 3/7, 3/21, 3/28, 4/18, 4/25, 5/9, 5/16, 5/30, 6/6, and 6/13. To prepare students for college and careers, and support their success on upcoming assessments, we plan to align our curricula to Common Core Standards and infuse more academic rigor into our courses of study. The courses are Unit-based with culminating activities enabling teachers to follow the progress of individual students over time, and students to self-monitor and revise writing samples over the course of the year. We shall continue to use a content-based, Common Core aligned, curricula that provides students the opportunity to prepare for assessments such as the Global Studies Regents, ELA, Common Core Examinations, and the NYSESLAT.

The program is divided into three (3) self-contained ESL classes: Newcomers Academy for new, and newly-enrolled students, Language Enrichment for existing students at the beginner and intermediate level who could benefit from cultural, experiential, and project-based learning, and a College and Career Readiness Class for Advanced students. In addition, there are two [3] subject matter classes focused on math, Global Studies, and Living Environment/Earth Science. All classes will be conducted in English with accommodations for student's use of their primary language as necessary. All subject matter classes are co-taught with a fully-certified ESL or Bi-Lingual education Teacher, with the subject matter teacher

Part B: Direct Instruction Supplemental Program Information

and ESL teacher co-creating and implementing the lessons. The art teacher pushes in to Beginner ESL and Intermediate ESL classes, and co-plans and co-implements instruction.

Each class meets for three hours and forty-five minutes for eighteen Saturdays (18 classes, 67.5 hours of instruction). Students benefit from cooperative learning, project-based work, and texts based on their reading level. The three ESL classes are taught by ESL teachers, and the content classes are co-taught with ESL or Bi-Lingual education teachers. Opportunities to use technology, such as web-based software (Achieve 3000 geared toward ELL's will be emphasized, in addition to stimulating, cultural experiences. Specifically, Materials and activities in the Newcomers Academy will be focused on building vocabulary and skills to help ELLs succeed in their content classes, specifically science and social studies. Particularly with the new and SIFE students, academic organization skills (organizing notebooks, folders, etc.) and dictionary skills (how to use a Learner's Dictionary and a bilingual dictionary) will be reviewed throughout the course. Students will practice other skills such as using context clues, making inferences, and using technological resources to assist in accessing texts.

Each class session will include activities to cover the four modalities: reading, writing, speaking, and listening. New vocabulary will be introduced daily, and reinforced throughout each section of the lesson. More proficient students will engage in more independent readers workshop, while true beginners will be supported in activities through peer tutor support and additional instructor support.

A sample daily agenda may resemble the following:

- 1) Engaging in social conversations
 - a. Using teacher-created conversation cards, students practice pronunciation and grammatical formation to ask questions to classmates, and respond. The purpose of this activity is primarily communicative in nature, but may integrate grammatical structures and vocabulary introduced in class. (Heterogeneous grouping)
- 2) Introduction to new vocabulary
 - a. Through visual, oral, and written examples, students will be presented with new vocabulary words in isolation, and in context. Vocabulary instruction will be highly differentiated, ranging from matching vocabulary words to correct images, to identifying patterns for how a word is used in context. (Homogenous grouping)
- 3) Reading comprehension
 - a. Using leveled readings at or slightly above the students identified lexile level, students will complete a reading passage while practicing a modeled reading/studying skill (i.e. taking notes, underlining key ideas, paraphrasing/summarizing key paragraphs, etc.) Pre-reading may take place by examining pictures, realia, or videos. (Homogenous grouping)
- 4) Responding to texts/Using vocabulary in context
 - a. Students will respond to the text using a range of prompts – lower-proficiency students may

Part B: Direct Instruction Supplemental Program Information

complete sentence frames, while higher-proficiency students will respond to a Regents-based/Regents-like task based on the text. Students will be encouraged to share out their questions and thoughts in their small groups, and with the whole class (Homogenous grouping)

5) Closing Assessment:

a. Differentiated assessments will be conducted to assess the students' understanding of the day's vocabulary and academic skill.

A licensed supervisor will also be funded to implement, coordinate, and monitor this Saturday Institute. The Title III Saturday School Program is the only program running in the building at the time. The supervisor will observe instruction, provide support to participating staff and students, monitor student and teacher attendance, articulate between the official classroom teacher and the Saturday Institute teachers, act as a liaison with Guidance, and secure appropriate instructional and assessment materials. Additionally, she will oversee all Title III activities. Administrator will facilitate recruitment of students and teachers, provide, distribute and collect translated parent notification and consent forms, provide food services, arrange weekly distribution of metrocards, coordinate all trips. The Administrator will also maintain all Title III Records and files, and collect all Title III personnel records and paperwork prior to submission for payroll.

Part C: Professional Development

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

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

Begin description here:

Rationale: All teachers in the Title III Saturday Academy require dynamic professional development to meet the academic needs of English Language Learners. Through multiple professional development workshops attended by ESL, Bi-Lingual, and content teacher, participants will learn strategies to develop knowledge of their students, how to adapt curriculum to provide differentiation and ample scaffolds to promote student learning, and create lessons that provide students with practices to develop the modalities of literacy (Speaking, Listening, Reading, and Writing).

Two sessions of professional development are planned:

Session 1: Knowledge of Students, Multiple Points of Entry, Scaffolding and Differentiation (Attended by

Part C: Professional Development

all Saturday Academy Staff): December 8 and December 10. Two hours each session. Professional Development provided by the Assistant Principal of English as a Second Language

Session 2: Student Engagement and Cooperative Learning (Attended by all Saturday Academy Staff: February 2 and February 4. Two hours each session. Professional Development provided by the Assistant Principal of English as a Second Language.

Part D: Parental Engagement Activities

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

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

Begin description here: Parental outreach is an important component of our program. Bilingual parent conferences foster a collegial working community relationship channeled toward facilitating parents' assimilation into the mainstream so that they can more effectively lead their children to meet the challenges of their new country and school life. We offer two Title III parent programs. They are: Title III Parent Information, and Title III Parent Involvement Program. The informational sessions will be held on January 5, 2014. A Chinese-speaking Bilingual Counselor, the ESL Counselor, and the Assistant Principal, Foreign Languages/ESL will conduct these sessions in Chinese, Spanish, English and French. In an informal setting in the Foreign Language DISK Room, Room 253, refreshments will be served as the staff provides parents with pertinent information about student progress, assessments, standards, graduation requirements and aspects of everyday school life. The Parent Involvement Program, intergenerational technology sessions, led by the ESL/Bilingual Counselors and the A.P. Foreign Languages, will guide parents through the NYCDOE Website.

These sessions will be conducted by a Chinese-speaking Bilingual Counselor, an ESL Guidance Counselor and the Assistant Principal, Foreign Languages/ESL in two computer rooms. Children may accompany their parents. These intergenerational workshops are offered to familiarize parents with technological tools necessary for understanding data referring to instruction and information in the school setting.

Part E: Budget

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

Allocation Amount: \$ _____

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