



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **21K540**

School Name: **JOHN DEWEY HIGH SCHOOL**

Principal: **CONNIE HAMILTON**

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
Grades Served: 9-12
School Address: 50 Avenue X Brooklyn, New York 11223
Phone Number: 7183736400 Fax: _____
School Contact Person: Frank Benpensata Email Address: fbenpen@schools.nyc.gov
Principal: Kathleen Elvin
UFT Chapter Leader: Michael Solo
Parents' Association President: Robert Accurso
SLT Chairperson: Frank Benpensata
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Clemence Valery
Rodney Louis

District Information

District: 21 Superintendent: Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue Brooklyn, New York 11236
Superintendent's Email Address: MPrayor@schools.nyc.gov
Phone Number: 7189684100 Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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) |
|------|---|----------------------|
| | *Principal or Designee | |
| | *UFT Chapter Leader or Designee | |
| | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative (staff), if applicable | |
| | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| | Member/ | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|------|--|-------------------------|
| | Member/ | |

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

A review of the 2014-2015 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 2015 with a comprehensive review of all Student achievement data from the 2014-2015 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.

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 – Framework for Great Schools 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

| | | |
|--|---|--------------------|
| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. | |
| 3.3 | Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. | |
| 3.4 | The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. | |
| 3.5 | Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning. | |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. | | |
| <p>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.</p> <p>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 2015</p> | | |

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

- By April 2016 75% of the teachers will have an average score of 3 in components 3b, 3c, & 3d on the Danielson Rubric.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|--|--|---|---|
| <p>To increase student outcomes, professional development (PD)</p> | <p>Teachers and</p> | <p>July 2015 through</p> | <p>Principal and Assistant</p> |

| | | | |
|--|--|-------------------------------------|---|
| <p>will include study groups, workshops, outside vendors, in-house</p> <p>lead and Department of Education /Children FirstNetwork</p> <p>(CFN) led workshops on the Common Core Learning Standards,</p> <p>and school-wide goals. Some of the topics of study include:</p> <p>Common Core Learning Standards; Citywide Instructional</p> <p>Expectations; Questioning Strategies and Techniques; Analyzing</p> <p>Student Work To Inform Instruction; Team Building; How To</p> <p>Use Data; Writing Across the Curriculum; Project based</p> <p>learning; PD 360 Professional Development Video Library</p> <p>(software program); Learning Framework 360 Instructional</p> <p>Strategies And Techniques training sessions.</p> | <p>Assistant Principals</p> | <p>April 2016</p> | <p>Principals</p> |
| <p>Principal and Assistant principals will review teacher practice,</p> <p>teacher lesson plans, student work, and interim assessment</p> | <p>Teachers and Assistant Principals</p> | <p>July 2015 through April 2016</p> | <p>Principal and Assistant Principals</p> |

| | | | |
|---|--|-------------------------------------|--|
| <p>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 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 2015 through April 2016</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</p> | <p>Parents</p> | <p>July 2015 through April 2016</p> | <p>Parent Coordinator, and Parent’s Association President,</p> |

| | | | |
|---|--|--|------------------------------------|
| build trust amongst the parents and school by keeping the parents aware of what is being done inside the classroom. | | | Assistant Principals, and Teachers |
|---|--|--|------------------------------------|

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 2016 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | | | |
|--|------------------------|--|--------------------|--|-------------------|--|-------------------------|--|--------------------------------|--|--------------|
| | Tax Levy | | Title I SWP | | Title I TA | | P/F Set-aside | | 21st Century | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. | |
| 5.3 | The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students. | |
| 5.4 | All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision. | |
| 5.5 | The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs. | |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. | | |
| <p>In the 2014-2015 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%.</p> | | |

Part 2 – Annual Goal

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| <p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
| <ul style="list-style-type: none"> 50% of the school will participate in clubs, events, & sporting events. |

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p> |
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| <p>The Guidance Department will collaborate with the Attendance teacher to establish the following activities:</p> <p>- Every other month a school assembly by grade and/or school</p> <p>wide facilitated by Guidance, outside vendors, and the Dean will</p> | <p>Students</p> | <p>July 2015 through April 2016</p> | <p>Teachers, Guidance Counselors, Assistant Principals, Principal</p> |

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| <p>be scheduled to address</p> <p>such topics as Career and Job Readiness, Work Ethics, Respect</p> <p>for All, Bullying, and the Chancellor’s Discipline Code.</p> <p>- Perfect and Improved Attendance Award Assembly every other</p> <p>month.</p> <p>- Signs will be posted throughout the school to address Bullying, Conflict Resolution, Human Rights, Anti-Bias Respect for All,</p> <p>and the Chancellor’s Discipline Code.</p> <p>Through these interventions, trust will be built amongst students and staff. As a result, attendance will improve</p> | | | |
| <p>A school bulletin board will be created to display Attendance by Grade/Class and Perfect Attendance.</p> | <p>Students</p> | <p>July 2015 through April 2016</p> | <p>Teachers, Guidance Counselors, Assistant Principals, Principal</p> |
| <p>Using the on-line “Survey Monkey” program a student survey</p> | <p>Students</p> | <p>July 2015 through April 2016</p> | <p>Teachers, Guidance Counselors,</p> |

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| <p>will be conducted during the January/February, 2015 timeframe</p> <p>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> | | | <p>Assistant Principals, Principal</p> |
| <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 2015 and February 2016.</p> | <p>Students</p> | <p>July 2015 through April 2016</p> | <p>Teachers, Guidance Counselors, Assistant Principals, Principal</p> |

Part 4 – Budget and Resource Alignment

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| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <p>Tax Levy funds will be used to:</p> <ul style="list-style-type: none"> - Purchase Student Incentives and Attendance Rewards - Purchase Student Assemblies from outside vendors suing Tax Levy |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> |

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| | Tax Levy | | Title I SWP | | Title I TA | | P/F Set-aside | | 21 st Century | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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, 2016 student survey and the 2015-2016 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 | School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs. | |
| 4.3 | Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students. | |
| 4.4 | Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students. | |
| 4.5 | Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring). | |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. | | |
| <p>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 2015</p> | | |

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- 75% of all teachers will work collaboratively around looking at student work and make instructional decisions that focus on improved student learning during the 2015-2016 academic school year.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
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| <p>PD will be given to teachers on the Danielson Framework</p> <p>Rubric; in addition PD 360 Professional Development Video</p> <p>Library</p> <p>(software program) training; Learning Framework 360</p> | <p>Teachers</p> | <p>July 2015- April 2016</p> | <p>Principal and Assistant Principals</p> |

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| <p>Instructional Strategies And Techniques training</p> <p>Administrators will provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson’s Framework For Teaching.</p> <p>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.</p> <p>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.</p> | <p>Teachers</p> | <p>September 2015-April 2016</p> | <p>Principal and Assistant Principals</p> |
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| <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</p> | <p>Teachers</p> | <p>September 2015-April 2016</p> | <p>Parent Coordinator, Parent's Association President, Assistant Principals</p> |
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Part 4 – Budget and Resource Alignment

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| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <p>Title I SWP and Tax Levy funds will be used for supporting great teachers and leaders:</p> <ul style="list-style-type: none"> - 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 2015 to plan and organize for the implementation for the Danielson rubric using tax levy | | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| | Tax Levy | | Title I SWP | | Title I TA | | P/F Set-aside | | 21st Century | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 5 – Progress Monitoring

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| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> |
| <p>1. <u>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.</u></p> <p>2. <u>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</u></p> |

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 | The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP). | |
| 2.3 | Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. | |
| 2.4 | The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback. | |
| 2.5 | Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). | |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. | | |
| <p>Higher order questioning and effective student engagement was not evident in majority of classrooms observed.</p> <p>This area of growth was based on internal review findings as well as from the network team review in May 2015. 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.</p> | | |

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2016 all leadership, instructional, operation, budgetary, will be fully aligned to support the professional group of all supervisors, teachers, and staff. As a result 80% of the teachers will participate in professional development and 30% are teacher led.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
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| <p>By June 2016 lead teachers use summative and formative assessments including screening, progress monitoring, interim measure and outcome assessments to develop highly dynamic</p> | <p>Teachers</p> | <p>July 2015- April 2016</p> | <p>Principal and Assistant principals will train House Assist teachers to lead PD's on</p> |

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| <p>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>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, lpads, and glossaries.</p> | <p>Teachers</p> | <p>July 2015- April 2016</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</p> |

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| | | | can improve. These teachers will then train the other members of the house at Common Planning Time meetings |
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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| | Tax Levy | | Title I SWP | | Title I TA | | P/F Set-aside | | 21st Century | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 2016.

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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. | |
| 6.3 | The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning. | |
| 6.4 | The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success. | |
| 6.5 | The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children. | |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. | | |
| <p>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 advances 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 2015</p> | | |

Part 2 – Annual Goal

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| <p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <ul style="list-style-type: none"> Increase parent communication by having contact with parent. Guardian at least 2x a marking period. As a result, 80% of parents will be contacted by phone, Skedula (Pupil path), letter, or visit |
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Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
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| <p>Ongoing parent workshops such as ARIS, Teacher Effectiveness,</p> <p>Common Core, State Standards, Grade Level Curriculum, etc.,</p> <p>needed to inform and involve them in the planning and</p> | <p>Parents</p> | <p>July 2015- April 2016</p> | <p>Parent coordinator, Principal. Assistant Principals, Guidance Counselors</p> |

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|--|----------------|--------------------------------------|---|
| <p>decision making in support of their children’s education.</p> <p>Materials and hands-on-training in literacy, math and use of technology will be provided.</p> | | | |
| <p>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.</p> | <p>Parents</p> | <p>July 2015- April 2016</p> | <p>Parent coordinator, Principal. Assistant Principals, Guidance Counselors</p> |
| <p>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</p> | <p>Parents</p> | <p>July 2015- April 2016</p> | <p>Parent coordinator, Principal. Assistant Principals, Guidance Counselors</p> |

| | | | |
|---|---------|-----------------------|--|
| <p>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</p> | | | |
| <p>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 ELLs. This will also build trust between staff and families.</p> | Parents | July 2015- April 2016 | Parent coordinator, Principal. Assistant Principals, Guidance Counselors |

Part 4 – Budget and Resource Alignment

| |
|--|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <p>Title I SWP and Tax Levy funds will be used to:</p> <ul style="list-style-type: none"> - 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | | | |
|--|------------------------|--|--------------------|--|-------------------|--|-------------------------|--|--------------------------------|--|--------------|
| | Tax Levy | | Title I SWP | | Title I TA | | P/F Set-aside | | 21st Century | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Parent/Counselor contact logs will be analyzed to determine if parents have had direct contact with the at least

twice by January 2016. 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 | 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 | 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 | 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 Saturday |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Class scholarship data, prior regents exam scores, interim assessment results | Attendance intervention Pupil personnel team Youth development counselor (SAPIS) Counseling sessions | One to one with GC, student and parent Team meeting | Provided by the guidance counselor, school psychologist and social worker |

| | | | | |
|--|--|--|--|--|
| | | Crisis counseling sessions Referral counseling sessions with school psychologist, social worker, outside agencies and CBO | | |
|--|--|--|--|--|

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 section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

| Indicate with an "X" your school's Title I Status. | | |
|--|----------------------------------|-------------|
| 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 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, staff, and paraprofessionals 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/information, early intervention services, etc.).

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 '16 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> , section references where a related program activity has been described in this plan. | |
|---------------------------------------|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 1,485,708.00 | | |
| Title I School Improvement 1003(a) | Federal | | | |

| | | | | |
|---|---------|---------------|--|--|
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | 0 | | |
| Title III, Part A | Federal | 54,468.00 | | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 11,601,449.00 | | |

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):** To 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:** To 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 an 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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

[School name] , 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 on 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.

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: <u>John Dewey High School</u> | DBN: <u>21K540</u> |
| 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 |
| Total # of ELLs to be served: <u>100</u> |
| 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: <u>10</u> |
| # of certified ESL/Bilingual teachers: <u>6</u> |
| # of content area teachers: <u>4</u> |

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 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

Part B: Direct Instruction Supplemental Program Information

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 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

Part C: Professional Development

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 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 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 | ===== | ===== |

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

| | |
|--|--|
| Principal Connie Hamilton | Assistant Principal |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Emily Smith | School Counselor |
| Teacher/Subject Area Chung Chan | Parent type here |
| Teacher/Subject Area Rossitza D'Agati | Parent Coordinator Kristine Gattuso |
| Related-Service Provider type here | Borough Field Support Center Staff Member type here |
| Superintendent type here | Other (Name and Title) type here |

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program | 9 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 2 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | 2 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6] | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|-------------|----------------------|------------|---|--------------|
| Total number of students in school (excluding pre-K) | 1998 | Total number of ELLs | 461 | ELLs as share of total student population (%) | 0.00% |
|--|-------------|----------------------|------------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

| | |
|---|---|
| This school serves the following grades (includes ELLs and non-ELLs) Check all that apply | 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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/> |

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

| Bilingual Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education | | | | | | | | | | 2 | 2 | 1 | 1 | 0 |
| Dual Language | | | | | | | | | | | | | | 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 | 461 | Newcomers (ELLs receiving service 0-3 years) | 225 | ELL Students with Disabilities | 37 |
| SIFE | 35 | Developing ELLs (ELLs receiving service 4-6 years) | 100 | Long-Term (ELLs receiving service 7 or more years) | 38 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 84 | 0 | 0 | 73 | 4 | 0 | 10 | 0 | 0 | 0 |
| DL | 0 | 0 | 0 | | | 0 | | | 0 | 0 |
| ENL | 164 | 13 | 7 | 96 | 14 | 12 | 62 | 4 | 18 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 0

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 Chinese | | | | | | | | | | 25 | 37 | 30 | 55 | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| 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 |

* EP=English proficient student

| 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 | |
| Chinese | 125 | | 154 | | 93 | | 131 | | 0 | 0 | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

| This Section is for Dual Language Programs Only | |
|--|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |

Freestanding English as a New 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 18 | 8 | 6 | 0 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 | 55 | 48 | 75 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 6 | 2 | 4 | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 10 | 2 | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 13 | 5 | 3 | 0 |
| Arabic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 4 | 3 | 5 | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 8 | 6 | 6 | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 1 | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 11 | 8 | 10 | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| Entering (Beginning) | | | | | | | | | | 41 | 50 | 22 | 59 | 0 |
| Emerging (Low Intermediate) | | | | | | | | | | 18 | 14 | 14 | 24 | 0 |
| Transitioning (High Intermediate) | | | | | | | | | | 13 | 14 | 7 | 14 | 0 |
| Expanding (Advanced) | | | | | | | | | | 39 | 49 | 22 | 34 | 0 |
| Commanding (Proficient) | | | | | | | | | | 25 | 30 | 25 | 23 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Total | | | | | | | | | | | 1 | | 1 | 0 |

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| Total | | | | | | | | | | 16 | 24 | 18 | 22 | 0 |

| 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 | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA | | | | | | | | | 0 |

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

| New York State Regents Exam | | | | |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Comprehensive English/Common Core ELA | 364 | 0 | 144 | 0 |
| Integrated Algebra/CC Algebra | 101 | 11 | 66 | 4 |
| Geometry/CC Algebra | 112 | 0 | 76 | 0 |
| Algebra 2/Trigonometry Math _____ | 163 | 0 | 67 | 0 |
| Chemistry | 81 | 0 | 29 | 0 |
| Earth Science | 61 | 29 | 22 | 20 |
| Living Environment | 149 | 27 | 75 | 19 |
| Physics | 39 | 0 | 22 | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Global History and Geography | 117 | 32 | 58 | 24 |
| Geography | | | | |
| US History and Government | 124 | 47 | 70 | 42 |
| LOTE | 114 | 0 | 114 | 0 |
| Government | | | | |
| Other <u>CC Algebra</u> | 173 | 2 | 104 | 1 |
| Other <u>CC Geom.</u> | 88 | 0 | 37 | 0 |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Home Language Assessments | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The NYSITELL, school-wide assessments and teacher-created assessments are used to assess students' early literacy skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
A major goal of the ESL/Bilingual program here at John Dewey High School is to advance students to proficiency in English. We make collaborative efforts to prepare students for the NYSESLAT, the English Language Arts Regents Examination and the English Language Arts Common Core Assessment. In the Spring of 2015, 465 ELLs took the NYSESLAT. An analysis of our NYSESLAT scores for Spring 2015 indicates a positive shift in proficiencies; speaking and reading skills have improved in both the ESL and Bilingual populations. However, listening and writing skills have shown little change. Consequently, NYSESLAT indicates that the listening/writing modalities of our students now need to be addressed and special classroom attention needs to be focused on our students' receptive language needs, in both the ESL and Bilingual programs. A review of the NYSESLAT data for 2015 for the entire ELL population indicates that the majority of John Dewey ELLs are at the Expanding and Commanding Level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We use the AMAO objectives to integrate data from the major reports to identify areas of greatest need and to streamline interventions. The data reveals that students require stronger preparation for State assessments in order to be successful.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - Our students take Regents in native languages as well as in English. While many students are successful on the English version of regents exams, the data shows that they are even more successful on regents exams when they read and write in their native languages.

- b. School leadership and teachers are using the results of the ELL Periodic Assessments to inform instruction. We look at the overall test results and at the individual proficiency breakdown to identify areas of need and target interventions. Together, we provide an intensive program that allows teachers to identify challenges and address them when needed.
- c. The results from the Periodic Assessments enable the school to be better equipped to prepare ELLs for the NYSESLAT since specific skill 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
The ESL Department's teachers meet to build curriculum that best supports second language development. The department's teachers also work collaboratively with content area teachers to implement language-rich instructional practices in all disciplines. For example, this year we have added another section of Humanities to complement our students' work in Global Studies.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
At John Dewey High School we evaluate the success of our programs in various ways: increased passing percentages in ESL, Bilingual, and NLA classes; increased participation rates and passing percentages on the State Examinations; increased participation and proficiency levels on the NYSESLAT, and increased participation in the Title III Saturday and Summer Enrichment Academies. We also evaluate success by the number of students accepted into college and/or careers.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
For incoming English Language Learners new to the New York City Department of Education, a careful intake process is conducted. Students and parents meet with the Parent Coordinator who conducts an informal interview with the parent/guardian and student to determine eligibility. If a translator is needed, one is requested on site within the school building. Both coordinator and the translator assist the parent/guardian in completing all necessary paperwork to enroll the student at Dewey. Based on the responses from the informal interview and the indication on the HLIS that a home language other than English is spoken, the NYSITELL is administered by the Intake Coordinator, Ms. Rossitza D'Agati, an ESL licensed pedagogogue. Once eligibility is determined and NYSITELL has been administered, the Parent/Guardian is invited to the Parent Orientation Session in the LAB-R's Office. The online presentation 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 that 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 Intake Coordinator recommends ESL classes based on the student's score and escorts the student back to the attendance office for a closing meeting with the Parent Coordinator. The student's schedule is prepared by his/her guidance counselor, who uses the RLAT to determine performance level and continued eligibility. The Intake Coordinator 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.
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The intake coordinator administers a SIFE form, and follows a protocol of questions to determine if an incoming student is a SIFE student.
- Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members

(refer to *ELL Policy and Reference Guide, ELL Identification* section).

Students with IEPs are provided with the same intake process as identified above but also meet with the Assistant Principal of Special Education who explains the program for students with special needs at the school.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The Intake 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 NYSITELL, 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 Intake Coordinator or the guidance counselor to ensure parents understand the available programs. Any responses are recorded and filed in the Intake Coordinator's office and in the student's cumulative record.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
The Intake Coordinator sends out letters regarding the right to appeal.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Parents are informed of the ELL program choices at the school during the Parent Orientation Meeting.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The Intake 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 NYSITELL 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 Intake Coordinator or the guidance counselors to ensure parents understand the available programs. Any responses are recorded and filed in the Intake Coordinator's office and in the student's cumulative record.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The Intake Coordinator collaborates with the Parent Coordinator to track distribution and receipt of all Parent Surveys and Program Selection forms.
9. Describe how your school ensures that placement parent notification letters are distributed.
The Intake Coordinator collaborates with the Parent Coordinator to track distribution and receipt of all parent notification letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The Intake Coordinator is tasked with records managements and maintains all required documetation for students in a locked cabinet in her office.
11. 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 Assistant Principal for English as a Second Language, in collaboration with the intake coordinator, organizes NYSESLAT testing at John Dewey High School. They schedule all parts of the examination, and work with school operations to ensure room assignments and materials management occurs. The AP for ESL creates tracking sheets to identify test-takers, and identify students in need of make-up arrangements. The AP of ESL and Intake Coordinator facilitate grading sessions for specific writing sections, and ensure that transfer of data to student data sheets occur. Finally, the Intake Coordinator is responsible for boxing completed tests and materials, and works with the Assistant Principal of Organization to ensure tests are sent to the designated scoring site.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The Intake Coordinator collaborates with the Parent Coordinator to track distribution of all parent notification and entitlement letters.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The majority of parents opt for the Freestanding ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*

N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here:
3. Describe how core content is delivered in each program model. 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.

Paste response here:
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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 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.

In the Bilingual Program, students take ESL classes, Bilingual Content-area classes and Native Language Arts classes. 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?

Students are evaluated in all four modalities of English acquisition through periodic assessments aligned to the NYSESLAT and Common Core ELA four times a year.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

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 achieve 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Paste response to questions here:

8. 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?

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.

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

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: in addition to ELL-mandated classes, students with disabilities are also programmed for either Special class, special education teacher support services, or integrated co-teaching classes. Vocabulary is stressed using adapted textbooks, high interest/ low reading leveled 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. In addition, Related-Service Guidance Counselors push-in to classes on every grade level to support students' emotional needs.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|---|---|--|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 2 units of study <i>per week</i> (360 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/ELA (90 min.) | 1 unit of study in ENL/ELA or other Content Area (180 min.) | |
| FLEXIBILITY | | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services* |
| TOTAL | 360 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| STAFFING/ PERSONNEL | <u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher | | <u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies) | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|--|---|--|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 3 units of study <i>per week</i> (540 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/Content Area (90 min.) | 1 unit of study in ENL/Content Area (180 min.) | |
| FLEXIBILITY | 1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services* |
| TOTAL | 540 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| AWARDING CREDITS | <u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study | | <u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies | | |
| STAFFING/ PERSONNEL | <u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher | | <u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

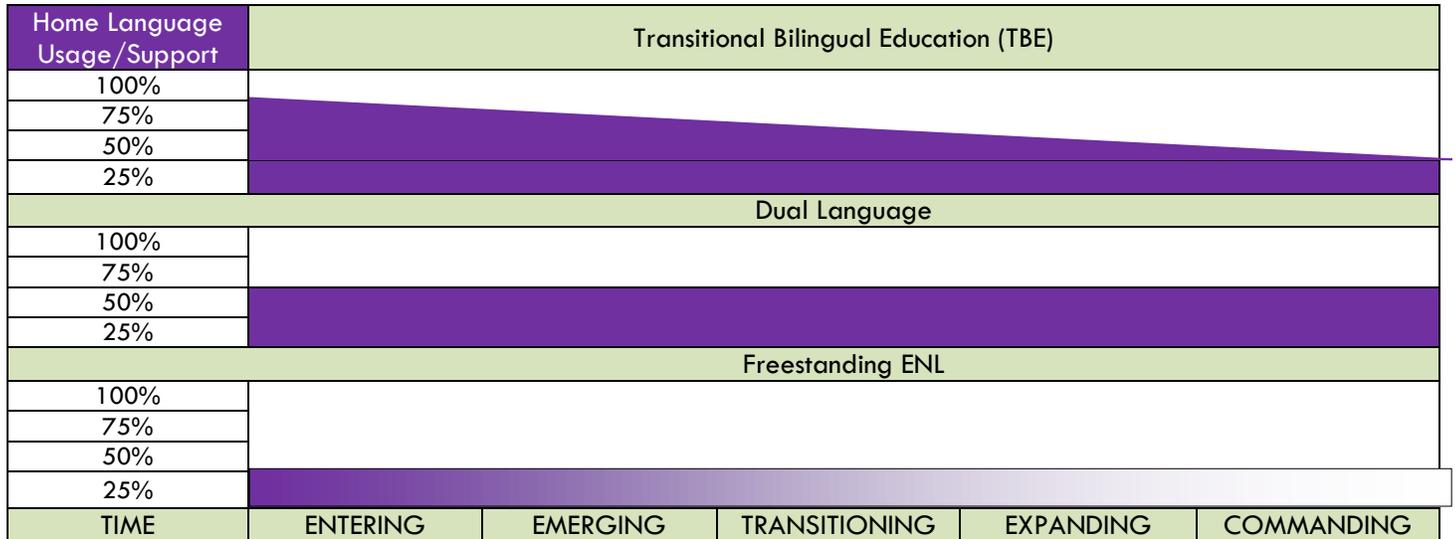


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
- 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 regents preparation classes. 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 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 classes for all levels, with enrichment art for entering and emerging, and content classes in science, social studies, and math for transitioning, expanding, and commanding students who also require support in specific content areas. We emphasize exposure to level-appropriate and rigorous texts as a foundation for the ELA Regents Examination and CCLS ELA Assessments. 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 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, and 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, students use desktop computers and Ipads for instruction. 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 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.

11. 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.

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

We intend to re-introduce an afterschool program specifically for students identified as in need of additional support or targeted interventions. These students will obtain additional opportunities to work on Achieve 3000.

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

We do not intend to discontinue any specific program for ELLs

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

ELLs are provided with school programs through communication by the school's guidance counselors. In addition, students are invited to attend Title III Saturday School, a large program that provides ENL classes aligned to student's ability, as well as integrated classes in content areas such as math, social studies, science and art.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

In addition to teacher-created curricula aligned to the Common Core Learning Standards and adaptation of materials provided by the Office of English Language Learners, all students will use Achieve 3000 so that their Lexile score can be determined, and for them to work with rigorous reading material.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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 two teachers who are fully licensed in Mandarin Chinese. 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:

- 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 provide support to native language speakers.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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 CCLS standards. We have carefully selected materials from a variety of genres that are appropriate for high-school students.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

ELLs have the same opportunities as the non-ELL population at John Dewey High School. ELLs have the opportunity to meet with guidance counselors

19. What language electives are offered to ELLs?

ELLs are offered access to a full range of foreign language classes such as Mandarin, Spanish and French.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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, i.e. 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 collaborates with 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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
We shall focus our professional development efforts on the following:
 - 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
 - Interim and Predictive assessments for ELLs
 - NYSESLAT administration, testing and scoring
 - SIFE/Long-Term ELL Grant Writing Workshop
 - BESIS
 - 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
 - Academic language and literacy, instructional and guidance support.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
At the beginning of each school year the Administration 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. 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 file 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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
 - a. 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. Welcome sessions in the Fall and in the Spring are offered to our parents to address school academic policies and procedures. In addition to workshops welcoming 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. Ongoing communication with parents of ELLs is an important component of our program and is conducted through phone outreach and multilingual informational bulletins and letters. We continue to maximize our intervention services in order to ensure success for our ELLs on NYSESLAT and the Regents Examinations. Guidance Counselors 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.
 - b. 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 functions, and translation services are provided.
 - c. Parental involvement activities address the needs of ELL parents/guardians to assimilate into school culture, to understand how to navigate the DOE's website, to understand school programs, graduation 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. In order to strengthen communication between school and families, we will put the following in place: school phone messenger will be programmed to deliver messages in students' home languages; school correspondence will be translated in students' home languages; families will be provided with access to school's online gradebook in various home languages.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

The ELL supervisor will be responsible for monitoring individual parent/teacher meetings and outreach with parents. All records will be maintained through our school-wide web-based gradebook, Skedula. All student grades and schedules are monitored through STARS.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. There is allotted time each week for parent engagement. Parents and teachers work collaboratively during this time to foster positive relationships with families.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school is looking to create partnerships with local organizations that align to students' interests and talents.
5. How do you evaluate the needs of the parents?

Parent information will be pulled from the family resources provided by the Department of Education. John Dewey will provide a variety of translated surveys, informational documents, and notifications to parents of ELLs in their home languages.
6. How do your parental involvement activities address the needs of the parents?

The school will provide parental workshops which will include awareness surrounding language development, cultures, current educational practices at the school, and transitional services for college and career readiness.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Paste response here:

| School Name: _ | | School DBN: _ | |
|---|---|---------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ENL/Bilingual Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | School Counselor | | 1/1/01 |
| | Superintendent | | 1/1/01 |
| | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **K540** School Name: **John Dewey High School**
Superintendent: **Michael Prayor**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The Assistant Principal of ESL, the Intake and Parent Coordinators, oversee the completion of the HLIS for incoming students. ATS reports are consulted to examine any language information for students already enrolled in the system. Also, Blue Card information and Home Language Surveys are kept on file.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

John Dewey High School serves over 500 English Language Learners. Some of the major language groups are: Arabic, Chinese, Spanish, French/Haitian-Creole, Russian, Bengali, Urdu, and Uzbek. 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 Intake 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.

Robo calls in major languages are sent out prior to important events, such as Parent Teacher Conferences and Saturday Language Immersion Program

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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, Family Night Invitations, 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, school brochure has been translated in major languages
- 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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

There are two parent conferences scheduled, one for the fall and one in the spring. Conferences occur during the afternoon on one day, and in the evening of the next. In addition, there are parent orientations for incoming students (November 20), parent orientations for all students and their families currently enrolled in ESL (November 5). Over the school-year, parents are invited to attend instructional, guidance, or disciplinary meetings on an as needed basis. Attendance Officers and guidance Counselors are in constant contact with parents of newcoming students, and all ENL students' families.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 (Language Immersion Program)
- 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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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.
- f. Student Monitors assist during Parent Teacher Conferences with oral interpretation
- g. Bilingual teachers and counselors provide assistance with oral interpretation on daily basis

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Teachers and staff will be provided with information on translation and interpretation services. The school brochure indicates parents' rights to interpretation. In addition, a home language survey form was distributed by all 3rd period teachers, and collected back with a parent signature. A Language Identification Card has been distributed to all staff for oral interpretation purposes.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All of these documents have been procured and displayed in their appropriate locations.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Feedback following any face-to-face meetings will be gathered through a brief survey of parental assessment of services.