



THE DREAMYARD PREPARATORY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 09X329
ADDRESS: 240 EAST 172ND STREET
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09x329 **SCHOOL NAME:** The DreamYard Preparatory School

SCHOOL ADDRESS: 240 east 172nd Street, Bronx, NY, 10457

SCHOOL TELEPHONE: 718.410.4242 **FAX:** 718.410.4312

SCHOOL CONTACT PERSON: Rod Bowen **EMAIL ADDRESS:** RBowen@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ashraf Ghanimah

PRINCIPAL: Rod Bowen

UFT CHAPTER LEADER: Tamara Birkbeck

PARENTS' ASSOCIATION PRESIDENT: Cynthia Ramos

STUDENT REPRESENTATIVE:
(Required for high schools) Erickson Schira & Mickale Martin

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK (CFN):** 411

NETWORK LEADER: Emily Sharrock

SUPERINTENDENT: Elena Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Rod Bowen	*Principal or Designee	
Tamara Birkbeck	*UFT Chapter Chairperson or Designee	
Cynthia Ramos	*PA/PTA President or Designated Co-President	
Lydia Soto	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sylvester Jabbie	DC 37 Representative, if applicable	
Erickson Schira	Student Representative	
Jason Duchin	CBO Representative, if applicable	
Ashraf Ghanimah	Member/Teacher	
Alisa Ulferts	Member/Teacher	
Alberta Guiles	Member/Teacher	
Lorena Hays	Member/Parent	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The DreamYard Preparatory School (DY Prep) is an outgrowth of the not-for-profit DreamYard Project, an organization committed to providing quality arts programming to under resourced public schools in the Bronx. DreamYard Project provides ongoing support to DY Prep through professional development for arts staff, fundraising and vision sharing. We are invested not only in providing young people with creative tools to communicate and express themselves, but also in using the arts as tools to access knowledge.

DY Prep cultivates Scholarship, Artistry and Character within its students to develop successful individuals and responsible citizens. We do so by providing rigorous academic, arts and advisory curricula that emphasize problem solving, critical thinking and meaningful connections to real life. Through the disciplines of Theater, Visual Arts, Dance, Creative Writing, and Choral Singing our students are empowered with skills to engage the world creatively and pursue professional careers.

Community, creativity and leadership inform a school culture that nurtures the growth of articulate and thoughtful adults. DY Prep is committed to providing the support and guidance that will allow each student to graduate with a Regents diploma, acceptance to a college or university, and/or a clear path toward a fulfilling and meaningful career.

Our Collegiate partnerships include Vassar College, Shenandoah University, Lehman College, City College, and The New School

Organizational partners include: Labyrinth Theater, Pregones Theater, Bronx Museum, and the PENN Writers Program

Distinctive Features:

<ul style="list-style-type: none">• Extracurricular activities: National Honors Society Chapter, TEC Athletics/Cheerleading, School Newspaper, After School: Theater Company, Poetry Slam Team, Visual Arts Studio, Dance Troupe, and Young Men's Group• Arts Integration Program	<ul style="list-style-type: none">• Arts Elective & Majors Program taught by Professional Teaching Artists• Celebration of student Artistry in on site Sharings• Celebration of Student Artistry in professional venues: Sothebys, Scholastic Theater, Pregones Theater, Bronx Museum
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SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	The DreamYard Preparatory School			
District:	09	DBN #:	09x329	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<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	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					83.2	79.9	78.5		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					92.0	98			
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					72.7	77.6	84.1		
Grade 8									
Grade 9	141	121	116	Students in Temporary Housing: Total Number					
Grade 10	74	104	92	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11		76	78		4	13	8		
Grade 12			67						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	215	301	353		8	7	13		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	15	Principal Suspensions	44	61	89		
No. in Collaborative Team Teaching (CTT) Classes	0	13	18	Superintendent Suspensions	6	10	11		
Number all others	21	24	14						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	40	37	58	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	3	50	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	13	21	27
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	6	11
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	0
	7	9	18				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.5	0	0	Percent more than two years teaching in this school	0	9.5	22
Black or African American	34.4	40.2	35.4	Percent more than five years teaching anywhere	15.4	14.3	22
Hispanic or Latino	62.3	57.8	62.6				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	0.7	0.1	Percent Masters Degree or higher	62	62	
White	1.4	1.3	0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	96.7	
Multi-racial	0	0	0				
Male	39.5	39.5	41.9				
Female	60.5	60.5	58.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				X	X	X	
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				-	-	-	
Hispanic or Latino				X	X	X	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial				-	-	-	
Other Groups							
Students with Disabilities				-	-	-	
Limited English Proficient							
Economically Disadvantaged				X	X	X	
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	proficient
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	proficient
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	proficient
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	proficient
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	proficient
Additional Credit		Quality Statement 5: Monitor and Revise	proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Data from the June 2010 administration of the regents exams highlights our strengths:
76.74% of our students who sat for the ELA Regents passed with a 65 or higher
75.53% of our students who sat for the US History Regents passed with a 65 or higher
75.83% of our students who sat for the Living Environment Regents passed with a 65 or higher

Data that highlights our areas in need of improvement
48% of our students who sat for the Integrated Algebra Regents did not pass

Progress report Data Shows that Our graduation rate as well as Weighted Diploma rate are low. In addition the percentage of our students who are earning at least 10 credits in each year is low.

Our weighted regents pass rates for English and Math are very high.

Attendance was low at 78.5%

Teacher grading data shows attendance is a significant barrier to pass rates

The SQR Evaluator in 2008-2009 listed the following as some of our strengths:

- The school analyzes relevant interim and summative information routinely to identify trends in student progress and performance, in order to determine students' strengths and areas of need.
- The school has created interim assessments for all core subject areas that are used to inform instructional planning, set goals and to monitor progress.
- Special education students, English language learners and target population students make progress because of careful programming, focused support, and their active involvement in the goal-setting process.
- Teachers and students benefit from an environment characterized by respect and appropriate levels of trust.

The SQR Evaluator in 2008-2009 listed the following as areas in need of improvement

- Extend and refine goal setting across all content areas and include specific interim checkpoints to support differentiated instruction, the evaluation of impact, and future planning.

- Ensure all teachers use assessment data consistently to inform differentiated instruction and to engage all students in challenging instruction, including the use of effective questioning that elicits higher-order thinking and extends learning.
- Provide teachers with consistent, differentiated feedback and support to enable them to improve their instruction.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1 Description To improve our overall attendance rate

SMART Goal We will improve our attendance by 5 percentile points from last year's 78.20% to 83.20 by the end of the 2010-2011 school year

Goal 2 Description To improve student performance in Global History

SMART Goal We will improve our Global Regents pass rate by 10% from 48% to 58% as well as the pass rate of Global courses by 10% from 42.71% to 52.71%

Goal 3 Description To improve our graduation rate

SMART Goal We will improve our graduation rate by 8.4 percentile points from last year's 51.6% to 60% by the end of the 2010-2011 school year.

Goal 4 Description Using Professional Learning Communities as a model, we will continue to develop effective teacher teams (Departments and Student Intervention Teams) that will use data to push instructional practices and have a direct impact on student achievement

SMART Goals 90% of our pedagogical staff will engage in weekly team meetings designed to push their practices and increase student achievement .

Of these 100% will have presented an inquiry based challenge to his/her colleagues for constructive support

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will improve our attendance by 5 percentile points from last year’s 78.20% to 83.20 by the end of the 2010-2011 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Our reconstituted Attendance team will meet weekly. Members include: the Pupil Accounting Secretary, both Guidance Counselors, the School Social Worker, a Social Work Intern, two teachers*, and school administration</p> <p>*Teachers were given the opportunity to choose Attendance Team as a Circular 6 option.</p> <p>The primary functions of the attendance team will be to develop systems to:</p> <ul style="list-style-type: none"> • Regularly review attendance data – every 2 weeks • Identify target populations – to be captured on Target Population tracker • Implement interventions for targeted students – to be captured on intervention log • Incentivize good attendance through trips, prizes etc. – Ms. McIntyre will identify locations ofr trips and specific prizes • Regularly acknowledge students who have exemplary and improved attendance - monthly <p>A teacher’s ability to positively impact Student Attendance will be a variable in their end of the year evaluation.</p> <p>RPUR report will be used to check for teacher accuracy in taking attendance – Pupil Accounting Secretary / Monthly</p> <p>Student leadership in the school will work to develop initiatives that will positively impact student attendance</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS</p>	<p>Two Circular 6 Attendance Support Activities</p> <p>Attendance team training coordinated through our network (CFN 411)</p> <p>Pupil Accounting Secretary focused on generating data through ATS</p>

<p><i>and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>80% of all Teachers will consistently submit official attendance by November 15th.</p> <p>100% of all Teachers will consistently submit official attendance by December 20th.</p> <p>Our attendance rate will be at 81% by the end of the first semester.</p> <p>One incentive per semester will be established to encourage attendance</p>

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>We will improve our Global Regents pass rate by 10% from 48% to 58% as well as the pass rate of Global courses by 10% from 42.71% to 52.71%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Our four Global teachers will receive weekly on-site direct support from our Networks Social Studies expert.</p> <p>They will also attend monthly Network professional development trainings that address effective Global Instruction</p> <p>Our 1st & 2nd year teachers will receive consistent weekly mentoring from an F-Status Instructional Coach</p> <p>Curricular alignment and co-planning will be emphasized</p> <p>After school Regents prep sessions will take place in during the 6 weeks leading up to the June administration of the exam - Contract for Excellence</p> <p>Credit recuperation classes as well as PM school will programming will be utilized to help get students back on track - Contract for Excellence</p> <p>Students will be targeted for small group instruction during their lunch period.</p> <p>An ESL Teacher will be reassigned in the 2nd semester to focus on Social Studies instruction. She will Co-Teach an ELL dominant Global 4 section, and pull ELLS students out of a US History section and a Global 2 section</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Per session dollars for Regents prep – Contract for Excellence</p> <p>Ongoing training of History Department in PLC methodology</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>100% of Global teachers will evidence instructional alignment to our schools curricular arcs</p> <p>40% of students who sit for the Global 1 & 3 IA1 will pass with a 65 or higher</p> <p>45% of students who sit for the Global 1 & 3 IA2 will pass with a 65 or higher</p> <p>50% of students who sit for the Global 2 & 4 IA3 will pass with a 65 or higher</p> <p>55% of students who sit for the Global 2 & 4 IA4 will pass with a 65 or higher</p> <p>50% of all students enrolled in H1 and H3 will pass the courses with a 65 or higher</p>

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>We will improve our graduation rate by 8.4 percentile points from last year's 51.6% to 60% by the end of the 2010-2011 school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All students who are at least in their second year of high school will be individually programmed</p> <p>Regents prep courses will be programmed into student schedules in Living Environment, English. Out of school Regents prep will be provided in Integrated Algebra and Social Studies.</p> <p>Targeted students will be placed in PM School and/or credit recuperation classes.</p> <p>At the end of each marking period, senior data will be analyzed by administration and the upper grade guidance counselor. Students who are “slipping” will be targeted for immediate intervention.</p> <p>An ESL Teacher will be assigned to H2, H4 & H6 classes that will be programmed with ESL students. Students will be pulled out for H2 & H6. H4 will be team taught.</p> <p>ESL specific English Prep classes will be programmed into the schedules of 12th grade ESL students who have yet to pass that exam.</p>

	<p>SETTS classes will be structured for those students to make up assignments increasing the likelihood of excelling in classes.</p> <p>Parents will have the opportunity to enroll their children SES tutoring programs</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>DY Prep's contribution to building wide PM School program – Title I SWP</p> <p>Per session dollars will be used as needed to provide for Independent studies, credit recuperation and Regents prep courses that occur outside of the school day. - Contract for Excellence</p> <p>Per session dollars will be allocated for additional counseling as needed. – TL Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By the end of the 1st semester, 60% of students in the in the 2007 cohort will have earned at least 38 credits and have passed 2-3 of the 5 Regents exams needed to graduate with a Regents diploma.</p>

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>90% of our pedagogical staff will engage in weekly team meetings designed to push their practices and increase student achievement.</p> <p>Of these 100% will have presented an inquiry based challenge to his/her colleagues for constructive support.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Our School will identify professional teams</p> <ul style="list-style-type: none"> • Subject Area Departments • Student Intervention Teams <p>Time will be built n to teachers' schedules to accommodate these meetings.</p> <p>Teacher Leaders will be identified to lead/facilitate these teams.</p> <p>Administration will meet weekly with the leaders of these teams to push practices, share information and provide a consistent system for accountability.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Weekly Department meetings will be built into teacher schedules.</p> <p>PLC texts will be purchased as needed for differentiated support of departments – Title I SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>100% of teachers participating in a team will have documented evidence of how participation in the team has improved an aspect of their practice. Evidence may include but not be limited to: revised lesson/unit plans, The introduction of a new routine and/or system, student data</p> <p>100% of Teams will have collaborated in some form to push the achievement of identified target populations</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	10	10	10		37	n/a	12	2
10	10			1	33	n/a	18	3
11	4	1	3	6	35	n/a	2	3
12	8	3	5	20	10	n/a	1	

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Skills based small Group instruction for targeted students during 8 th period PM School from 3:30-5:30 twice per week Credit Recovery Independent Study
Mathematics:	Skills based small Group instruction for targeted students during 8 th period PM School from 3:30-5:30 twice per week Credit Recovery Independent Study
Science:	Skills based small Group instruction for targeted students during 8 th period PM School from 3:30-5:30 twice per week Credit Recovery Independent Study
Social Studies:	Small group weekly Regents Prep instruction during 10 th period PM School from 3:30-5:30 twice per week Credit Recovery Independent Study
At-risk Services Provided by the Guidance Counselor:	Parent conferences are immediately requested upon grades per marking period and semesterly based from academic data and teacher feedback. Planning interviews are scheduled to assess credits via diploma requirement worksheets and outline an academic plan to assist students to get back on track or exploration of alternative educational options.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Provides counseling (individual & group) and related services to mandated students. Referrals to outside agencies such as The Family Assistance Program to provide additional support services to students and families based on needs.
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9th-12th Number of Students to be Served: 80 LEP Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

As part of our services for ELLs, we have designed a Living Environment Class co-taught by the ESL teacher and the Science Teacher. This course is a two-year course solely for ESL students. We designed it because of low pass rates of ESL students for the Living Environment Regents administered in 2009=2010. (These services fall under CR Part 154). Our Regents and NYSESLAT data shows that ELL students need additional time with the ESL teacher to fully understand the Science content. As an extra support to these services, on Tuesdays after school from 3:30pm to 5:00pm, the ESL teacher that pushes into the Science class will provide tutoring in science to all ESL students sitting for the Living Environment Regents. That ESL teacher holds an ESL license. The language of instruction will be English. For this program, we will use Spanish translation textbooks for Living Environment. Additionally, supplemental Spanish/English dictionaries will be provided to all students in the program to help them with hard to understand vocabulary. The program will serve 15 to 20 students. These services will start on November 9th and continue through June 10th.

Our second ESL Teacher pushes into Global and US History classes. As a supplement to her in-class instruction, she offers after-school support to any ELL student on the 9th, 10th, 11th or 12th grade level that is in danger of failing his or her History class. For this program, we will purchase Spanish translation History textbooks for both US and Global History. Because data that we collected from our History teachers and history regents shows that one of the areas our ELL students struggle with the most is historical vocabulary, Bi-lingual Glossaries will be given to each student in the program to help them to translate Historical dates and content. These tutoring sessions will take place on Thursdays after school from 3:30pm to 5:00pm. The program will serve 20-25 students. The dates of the program run from November 11th to June 10th.

Because we have low pass rates for ESL students on both the Global and US History Regents, the certified ESL Teacher that pushes into the Global and US History Classes, will conduct US and Global Regents prep specifically for ESL students 6 weeks leading up to the June administration of both exams. This prep program will run after-school on Mondays starting on May 2nd and will end on June 13th. 15 to 20 students will be serviced through this program.

Through our granting CBO partner, the school has purchased Rosetta Stone software to be used to teach English to our beginning level ESL students. In order for this software to be utilized, the teacher needs laptops and a laptop cart for students to be able to access the online program. We currently have 6 laptops designated for the use of ESL students. Increasing this number to 10 will allow more beginning level students to access the online software. Students will also need a headset to hear the program on the computer. One of our certified ESL teachers runs a language lab 5 times a week using the laptops and the Rosetta Stone software to 30 ESL students. This program began on Feb 1st and will continue until June 10th. In addition to the Rosetta Stone software, students are given English dictionaries to assist them in their language acquisition.

This support will help our ESL students pass their regents, excel in their classes, and pass the NYSESLAT.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

As part of our Professional Development Program, Umit Serin, our ELLs Specialist for CFN 411, visits our ESL teachers once a month to observe their classes and give them feedback on their work. Additionally, Umit has conducted two professional development sessions for all of our

pedagogical staff on how to use vocabulary strategies for ESL students to help them understand difficult content. These programs are free of charge.

Because one of our ESL teachers is newly certified, she will be attending attend 3 professional development sessions over the course of the year to help them with classroom differentiation, new strategies for teaching, and scaffolding for ESL students. Additionally, our other ESL Teacher will be attending the trainings with her. These trainings are held by the Office of English Language Learners and cost \$ 250 each. The ESL Teachers will then turnkey this information to our General Education Staff during monthly staff meeting share-outs.

Differentiation is one of our school's areas of focus for professional development this year. Teachers will be observed by administration to gauge how successfully they are implementing strategies introduced at staff meetings and professional development sessions.

Section III. Title III Budget

School: DY Prep BEDS Code: 320900011329

Allocation Amount: \$12,623		
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) - Per session - Per diem	\$5,886.34	Per Session hours for the ESL teachers to do the following: <ul style="list-style-type: none"> • History support for ESL students after-school for 1.5 hours a week for 32 weeks@ \$49.89= \$2,394.72 • Living Environment support for ESL students 1.5 hours a week for 32 weeks @ \$49.89= \$2,394.72 • Extra Regents prep for ESL students after school for 1 hour for 12 weeks @ \$598.68 • 5 hours of per session for each teacher to conduct professional development for our staff @\$49.89= \$498.90
Purchased services - High quality staff and curriculum development contracts.	\$1,500.00	Our two ESL teachers will attend 3 professional development sessions over the course of the year to help them with classroom differentiation, new strategies for teaching, and scaffolding for ESL students. These trainings are held by the Office of English Language Learners and cost \$ 250 each. The ESL Teachers will then turn-key this information to our General Education Staff
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2833.66	Textbooks in the following areas: <ul style="list-style-type: none"> • 100 Velasquez Worldwide Spanish/English @12.95 each= \$1,295.00 • 25 Velasquez Spanish/English Social Studies texts @12.95

		each= \$323.75 <ul style="list-style-type: none"> • 25 Velasquez Worldwide Spanish/ English Science texts @12.95 each= \$323.75 • 30 Webster's American English Dictionaries @2.99 each= \$89.70 • One laptop cart to hold laptops for ESL students =\$748.82 • 10 headsets to assist with the Language Lab computers at \$12.99 each= \$129.90
Educational Software (Object Code 199)	\$4800.00	4 Mac Laptop computers for ESL instruction in our Rosetta Stone Language Lab class @\$1200 each
Travel		
Other		
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - We use the RHLA report in ATS to ascertain whether households are listed as English dominant or another languages
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - 171 of our families reported Spanish as their home language. 4 reported French. Hausa, Khmer and Slovak are spoken in one household each. Findings were posted outside of our Guidance office and circulated to staff.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - Translation will be done through the bilingual Administrative Assistant. Languages that cannot be identified by the Administrative Assistant will be sent to the office of translation and interpretation offices in a timely manner in order to be turned around to the parent /guardian quickly.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - On a typical school day, our Pupil Accounting Secretary, and when needed Administrative Assistant provide oral translation Spanish. In the case of parent /Teacher conferences, we will request outside translation support as needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - DY Prep has requested a Spanish translation of the Bill of Parents Rights and Responsibilities which is available in the main office. A sign clarifying the availability of on-site Spanish Translation is visible in the main office.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$353,670	\$80,874	\$434,544
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,537	\$809	\$4,345
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,684	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$35,367	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - All students will take four New York State Standards aligned interim assessments over the course of the year. The data from these assessments will be analyzed to inform ongoing instruction.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
- Small Group Instruction during 8th period
 - PM School from 3:30-5:30 twice per week
 - Credit Recovery / Independent Study
3. Instruction by highly qualified staff.
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 6. Strategies to increase parental involvement through means such as family literacy services.
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Weekly Department Head Meetings
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - See response to number 2

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$ 297,083	✓	Add Page #
Title I, Part A (ARRA)	Federal	✓			\$ 80,065	✓	Add Page #
Title II, Part A	Federal			✓	N/A	N/A	N/A

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal	✓			\$15,000	✓	Add Page #
Title IV	Federal			✓	N/A	N/A	N/A
IDEA	Federal	✓			\$ 102,877	✓	Add Page #
Tax Levy	Local	✓			\$ 1,865,363	✓	Add Page #

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

11

2. Please describe the services you are planning to provide to the STH population.
 - a. Uniform and school supplies
 - b. Educational support services
 - c. Counseling Services
 - d. Transportation
 - e. Outreach and advocacy for benefit programs and services
 - f. Medical Services (i.e. assisting in getting physicals, immunizations, etc.)

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	DreamYard Preparatory School					
District:	9	DBN:	09X329	School		320900011329

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		83.2	81.7	78.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	121	122	121				
Grade 10	104	99	108				
Grade 11	76	74	49				
Grade 12	0	70	70				
Ungraded	0	1	0				
Total	301	366	348				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.0	92.3	92.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	72.7	90.2	84.7

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	4	11	12

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	8	10	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	14	25	Principal Suspensions	44	61	96
# in Collaborative Team Teaching (CTT) Classes	13	12	14	Superintendent Suspensions	6	10	12
Number all others	24	28	22				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	37	57	TBD	Number of Teachers	13	21	29
# ELLs with IEPs	3	6	TBD	Number of Administrators and Other Professionals	6	5	6

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	9	64	% fully licensed & permanently assigned to this school	100.0	100.0	85.2
				% more than 2 years teaching in this school	0.0	9.5	20.7
				% more than 5 years teaching anywhere	15.4	14.3	27.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	62.0	62.0	65.5
American Indian or Alaska Native	0.0	0.0	1.1	% core classes taught by "highly qualified" teachers	100.0	96.7	77.1
Black or African American	40.2	36.1	26.7				
Hispanic or Latino	57.8	62.3	71.3				
Asian or Native Hawaiian/Other Pacific	0.7	0.8	0.3				
White	1.3	0.5	0.0				
Male	39.5	42.1	42.8				
Female	60.5	57.9	57.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year 1						
Corrective Action (CA) – Year 2						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:	-	Graduation Rate:	-

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	-	-	-	X	X	-	
Ethnicity							

American Indian or Alaska Native				-	-		
Black or African American	-	-	-	X	X		
Hispanic or Latino				X	X	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial				-	-		
Students with Disabilities	-	-	-	v	-	-	
Limited English Proficient	-	-	-	X	v		
Economically Disadvantaged	-	-	-	X	X		
Student groups making	0	0	0	1	1	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	D	Overall Evaluation:					NR
Overall Score:	45.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf



PARENT INVOLVEMENT PLAN

School wide policy statement addressing the school's Parent Involvement Policy and Goals.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. The DreamYard Preparatory School supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Association, School Leadership Team, Parent Teacher Conferences, and all sub-committee meetings of all of these bodies.

How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.

The administration has an open door policy in which the Principal is available on any morning by appointment as early or late, according to the matter. The school has set up a web page for parents to get vital information. All parent teacher conferences have an evening component for parents who work during the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.

Our means and procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents.

In addition to the above-mentioned and website, the administration regularly distributes to every child all citywide initiative bulletins from the DOE in English and Spanish when available to take home to parents. The PA also prepares notices and the school arranges for the distribution of these flyers to every child. Full school mailings are conducted on a monthly basis and as needed.

How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.

Parents were asked to complete an Environmental Survey (needs assessment) at the beginning of the year. The PA Executive Board and School Leadership Team members meet with Principal at regular monthly meetings and through phone calls and email if a particular issue arises.

After a ten day notice of election, a general meeting is convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive Board are asked to sign off on the School/Parent Compact and the Title I budget modifications as necessary. Further, they sign off on the school parent involvement plan which is the culmination of discussions with all constituencies.



How we will assess the effectiveness of our involvement plan.

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration addresses parent concerns as they arise and work diligently to address these issues in a timely manner. Our school has an open door policy and we welcome all parents and guardians.

How we will involve parents in the development and approval of the School/Parent Compact.

The Compact is developed after consultation with the parents and the administration. A meeting is held with the outgoing executive board. Subsequently, a general Parent Association meeting is held to elect a new executive board. The first PA meeting each year is an opportunity to meet with school's administrative cabinet where parents are encouraged to voice their issues. There is another general meeting and open forum for parents and the parent members of the School Leadership Team are elected.

How we will involve parents in the development and approval of the School/Parent Involvement Plan.

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through a series of general and executive board meeting wherein the parents' voices are heard. We welcome all parents to discuss and share their vision. In order to be united we work proactively for the betterment of the students, parents, and community as a whole. Below are examples of events that are promoted.

- Curriculum Night
- Parent Surveys
- Literacy Workshop – ELA, ELL
- Parent Teacher Conferences
- Annual Holiday Event
- Art Sharing's / Talent Show
- Holiday Show / Desserts
- Valentine Day Brunch
- Parent Appreciation Day Dinner
- Mother's Day Brunch
- Saturday Parent Breakfasts
- Cultural Extravaganza / parents donate a Dish /share with community
- Art Show / Theater Program / Dance Program
- College Knowledge Sessions Workshops

Parental Involvement Plan



The DreamYard Preparatory School recognizes that a child's education is a responsibility shared by the entire school community, parents, guardians and families, during the entire academic career of that student. To support the goal of the school to educate all students effectively, the school and parents must work as well-informed partners.

Parents are an integral component of a school's ability to provide for the educational success of all children. The school provides diverse activities to engage parents/guardians to become involved in improving student achievement.

The Parental Involvement Plan involves parents of students of all grade levels with a variety of activities. The plan recognizes that communication between home and school should be promoted and cultivated in order to develop open contact. To encourage this communication, The DreamYard Preparatory School will put into practice a mailing system of all pertinent information, the telephone messenger service and an open door policy.

Through these various practices we can continue to foster the role of the parent, student, teacher, and school and ways for the parents to become involved in the school and their child's education. Every month we update the DreamYard website in order to keep parents and visitors informed with all the activities planned throughout the month included in this is the Parent Newsletter, parent workshops, events, trips, and meetings. We encourage parent involvement through a volunteer system that allows parents to participate in the academic environment.

To encourage parental involvement, The DreamYard Preparatory School has included different resources for parents to continue to support our parent involvement plan.

- Parent Association
- Parent Workshops
- Parent Newsletter
- Parent Trips
- Parent's Corner(dyprep.org)
- Parent Calendar
- Assessment Calendar
- Learning Leaders
- Volunteer Program
- School Leadership Team
- Parent/Teacher Conferences
- Freshmen Orientations
- Open Houses
- Open Door Policy
- School Messenger Hotline
- Title I
- Translation Services
- ARIS Parent Link
- Teacher Ease (website)

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

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

Part I: School ELL Profile

Network Cluster type here	District 09	School Number □□□329	School Name The Dreamyard Prep. School
Principal Mr. Rod Bowen		Assistant Principal Ms. Alicia Wargo	
Coach n/a		Coach n/a	
Teacher/Subject Area Ms. Johanna Marte/ESL		Guidance Counselor Ms. Melanie Vasquez (9th-10th) Ms. Nakia Perkinson (11th-12th)	
Teacher/Subject Area Ms. Idanessa Then/ESL		Pupil Accounting Ms. Xiomara Delgado	
Teacher/Subject Area Ms. Alisa Ulferts/SPED-History, Mr. Rudy Blanco/SPED-Math/History, Ms. Rosemarie Mitchell/SPED-Science		Parent Coordinator n/a	
Related Service Provider Ms. Taylor		Other	
Network Leader Ms. Emily Sharrock		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	359	Total Number of ELLs	80	ELLs as Share of Total Student Population (%)	22%
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Part II: ELL Identification Process

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

Part III: ELL Demographics

1. When students enter the main office at The DreamYard Preparatory with a referral from OSEPO. The pupil accounting secretary makes certain that parent/guardian and child are given all the pertinent documents necessary for matriculation. If the pupil accounting secretary realized the parent speaks a language other than English, the ESL teacher then conducts a short interview to explain the importance of the HLIS and that based on the answers to the questions on the HLIS-essentially that English is not the home language of the student-their child may be eligible to take the Language Assessment Battery-Revised (LAB-R). The ESL teacher explains that the LAB-R assesses English language proficiency for the child's grade level/span and will determine if their child is eligible for English language services. If the LAB-R determines that the child is eligible for services, and their Home Language is Spanish, the student will also be administered the Language Assessment Battery, or LAB, to determine dominant language and literacy skills in the second language. The ESL teacher also explains the three major types of language programs offered by the New York City Department of Education and which language program is offered at DY Prep: English as a Second Language. Then, the ESL teacher informs the parent that if the child qualifies for language services, the services are valid for one entire academic year, and then their child's English language proficiency is reassessed by the New York State English as a Second Language Achievement Test, which will determine if the child is still eligible for language services in the next academic year.

The New York State English as a Second Language Achievement Test (NYSESLAT) is an assessment taken by all English Language Learners in the spring. To prepare for this assessment, the ESL teacher and the Assistant Principal, prepare a testing schedule for students. Logistically, all staff are informed of the incoming assessment through multiple sources: The Word in the Yard: DY Prep's monthly newsletter, email: all staff have laptops and working email addresses, hard copies of names of ELLs at each grade level, and if they will miss a regularly scheduled class to complete the assessment. The results from this assessment are then used to program ELLs into an appropriately leveled ESL class for their English proficiency (functions as their English class), content area classes where there is an ESL instructor team teaching/pushing-in with the content area specialist.

2. Parents or guardians of our ELLs are informed of the three language program choices through several mediums. One of these mediums is the Parent Orientation held within the first month of school. This year DY Prep held a Parent Information Night where administration spoke to all parents about DY Prep's mission and vision, including several key points to ensure their child's academic success, such as, solid attendance. After the administration's address to parents, the parents were accompanied by the content area teachers to smaller rooms to speak about content and curriculum. ELL Parents were accompanied to the Parent Information break out room for ELLs by the ESL Instructor where language program options, the ESL Model and what ESL instruction looks like at DY Prep are were folded out. Parents and guardians also had the opportunity to view Chancellor Klein's video for parents of ELLs explaining the three program choices: TBE 60% Native Language, 40% English, Dual Language: 50% Native Language, 50% English, ESL: 100% English (with native language support). The ESL instructor also goes through each item on the Parent Selection Form, and the process to opt of an ESL Program if they so wish. They are informed that if our school reaches a certain number of ELLs in two consecutive grades we have to by law open a Bilingual Program. They are also informed that at the moment we do not have a Bilingual Program, but that if they desire this program option they will need to visit with OSEPO at one Fordham Plaza, where the District Office will have a better viewpoint of what schools have seats available for the language program option they've selected.

If parents are unable to attend the Parent Orientation, we will dispense the same information during parent

A. ELL Programs

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	<input type="text"/>	0												
Dual Language (50%:50%)	<input type="text"/>	0												
Freestanding ESL														
Self-Contained	<input type="text"/>	2	2	2	2	8								
Push-In	<input type="text"/>	10	12	7	5	34								
Total	0	0	0	0	0	0	0	0	0	12	14	9	7	42

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	80	Newcomers (ELLs receiving service 0-3 years)	45	Special Education	11
SIFE	17	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	26

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	0						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	0						
ESL	45	8	2	9	4	2	26	4	6	0
Total	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Chinese	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Russian	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Bengali	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Urdu	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Arabic	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Haitian	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
French	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0

Part IV: ELL Programming

Polish	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Albanian	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Yiddish	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Other □□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
TOTAL	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																		
Spanish	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	0	0
Chinese	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	0	0
Russian	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	0	0
Korean	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	0	0
Haitian	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	0	0
French	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	0	0
Other □□□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)												
9-12												
Number of ELLs by Grade in Each Language Group												
	9		10		11		12		TOTAL			
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP		
Spanish	□□	□□	□□	□□	□□	□□	□□	□□	0	0		
Chinese	□□	□□	□□	□□	□□	□□	□□	□□	0	0		
Russian	□□	□□	□□	□□	□□	□□	□□	□□	0	0		
Korean	□□	□□	□□	□□	□□	□□	□□	□□	0	0		
Haitian	□□	□□	□□	□□	□□	□□	□□	□□	0	0		

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

Native Language Arts and Native Language Support				
The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.				
NLA Usage/Support	TBE			
100%				
75%				
50%				
25%				
	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): □□□	Number of third language speakers: □□□
Ethnic breakdown of EPs (Number):	
African-American: □□□	Asian: □□□
Hispanic/Latino: □□□	Other: □□□
Native American: □□□	White (Non-Hispanic/Latino): □□□

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	31	27	8	11	77
Chinese	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Russian	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Bengali	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Urdu	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Arabic	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	1	□□□	□□□	□□□	1

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian	<input type="text"/>	0												
French	<input type="text"/>	1	1											
Korean	<input type="text"/>	0												
Punjabi	<input type="text"/>	0												
Polish	<input type="text"/>	0												
Albanian	<input type="text"/>	0												
Other	<input type="text"/>	1	1											
TOTAL	0	80												

A. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Paste response to questions 1-3 here

A. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Intermediate(I)	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Advanced (A)	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□

	I	<input type="checkbox"/>												
	A	<input type="checkbox"/>												
	P	<input type="checkbox"/>												
READING/W RITING	B	<input type="checkbox"/>												
	I	<input type="checkbox"/>												
	A	<input type="checkbox"/>												
	P	<input type="checkbox"/>												

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
NYSAA Bilingual Spe Ed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	<input type="checkbox"/>	0							
4	<input type="checkbox"/>	0							
5	<input type="checkbox"/>	0							
6	<input type="checkbox"/>	0							
7	<input type="checkbox"/>	0							
8	<input type="checkbox"/>	0							
NYSAA Bilingual Spe Ed	<input type="checkbox"/>	0							

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
8	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
NYSAA Bilingual Spe Ed	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0

Additional Information

Paste additional information here

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Math <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Math <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Biology	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chemistry	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Earth Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Living Environment	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Physics	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Global History and Geography	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
US History and Government	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foreign Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Part VI: LAP Assurances

NYSAA ELA	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
NYSAA Mathematics	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
NYSAA Social Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
NYSAA Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		□□□□
	Assistant Principal		□□□□
	Parent Coordinator		□□□□
	ESL Teacher		□□□□
	Parent		□□□□
	Teacher/Subject Area		□□□□
	Teacher/Subject Area		□□□□
	Coach		□□□□
	Coach		□□□□
	Guidance Counselor		□□□□
	Network Leader		□□□□
	Other □□□□		□□□□
	Other □□□□		□□□□
□□□□	Other □□□□		□□□□
□□□□	Other □□□□		□□□□

1. When students enter the main office at The DreamYard Preparatory with a referral from OSEPO. The pupil accounting secretary makes certain that parent/guardian and child are given all the pertinent documents necessary for matriculation. If the pupil accounting secretary realized the parent speaks a language other than English, the ESL teacher then conducts a short interview to explain the importance of the HLIS and that based on the answers to the questions on the HLIS-essentially that English is not the home language of the student-their child may be eligible to take the Language Assessment Battery-Revised (LAB-R). The ESL teacher explains that the LAB-R assesses English language proficiency for the child's grade level/span and will determine if their child is eligible for English language services. If the LAB-R determines that the child is eligible for services, and their Home Language is Spanish, the student will also be administered the Language Assessment Battery, or LAB, to determine dominant language and literacy skills in the second language. The ESL teacher also explains the three major types of language programs offered by the New York City Department of Education and which language program is offered at DY Prep: English as a Second Language. Then, the ESL teacher informs the parent that if the child qualifies for language services, the services are valid for one entire academic year, and then their child's English language proficiency is reassessed by the New York State English as a Second Language Achievement Test, which will determine if the child is still eligible for language services in the next academic year.

The New York State English as a Second Language Achievement Test (NYSESLAT) is an assessment taken by all English Language Learners in the spring. To prepare for this assessment, the ESL teacher and the Assistant Principal, prepare a testing schedule for students. Logistically, all staff are informed of the incoming assessment through multiple sources: The Word in the Yard: DY Prep's monthly newsletter, email: all staff have laptops and working email addresses, hard copies of names of ELLs at each grade level, and if they will miss a regularly scheduled class to complete the assessment. The results from this assessment are then used to program ELLs into an appropriately leveled ESL class for their English proficiency (functions as their English class), content area classes where there is an ESL instructor team teaching/pushing-in with the content area specialist.

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