



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: DREAM YARD PREPARATORY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09x329

PRINCIPAL: ALICIA WARGO **EMAIL:** AWARGO@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Alicia Wargo	*Principal or Designee	
Ryan Moore	*UFT Chapter Leader or Designee	
Clarissa Tineo	*PA/PTA President or Designated Co-President	
Martiza Rosa	DC 37 Representative, if applicable	
Crismery Acosta Karilis Javier	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Jason Duchin	CBO Representative, if applicable	
Idanesa Then	Member/Teacher	
Elba Tavaréz	Member/Parent	
Johanna Marte	Member/SLT Chairperson/Teacher	
Leodegaria Diaz	Member/Parent	
Robinson Pichardo	Member/Parent	
Estela Pereda	Member/Parent	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

Major Recommendation

- 2011-2012 QR Recommendation: Ensure the delivery of rigorous instruction that consistently engages students in learning activities that promote high levels of thinking and participation by all students.
- 2011-2012 Progress Report showed that the school needed to improve it's College Readiness Index

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

_____ 2.2 School leader's vision

_____ 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 x 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Teacher effectiveness, as evidenced by increased number of students meeting the College Readiness Benchmark, will improve as a result of targeted and frequent feedback by school administrators.
- Students meeting the College Readiness Benchmark will move from 8% to 25%

Instructional strategies/activities

- All teachers will be given a copy of Charlotte Danielson's *Enhancing Professional Practice* at the beginning of the school year. New Teachers will be given PD through weekly new teacher meetings
- New teachers will be observed informally at least once a week during the first semester and every other week during the second semester.
- Teachers that are identified as in need of improvement (as a result of course or Regents pass rates and/or formal observation data) will be observed informally at least once a week
- All teachers will receive 10 to 15 informal observations throughout the course of the year
- The principal will meet with new teachers one morning a week for a "New Teacher Meeting." The focus of this meeting will be around improving teacher practice
- Experienced teachers will be identified as mentors to new teachers. The mentors will use Danielson as a guide to improving practice. The principal will meet with the mentors at least once a week to discuss the progress of new teachers. Mentors will observe new teachers once a week and
- Teachers will have a Beginning, Middle and End of the Year Conference that where teachers will be asked to set goals, track progress in relationship to the goals, discuss pass rate data, and present information from Interim Assessments
- Targeted Teachers will attend network-sponsored PDs throughout the school year
- School will offer a larger number of AP Courses in the 2012-2013 School Year and will receive professional development in teaching AP Courses
- School will partner with New Settlement to offer juniors SAT preparation courses in the Spring semester
- All seniors that did not score a 75 on ELA or 80 on Integrated Algebra will be given target Regents Prep to sit for the test again
- SIT Team Leaders and Department Heads will attend a "Model Schools Conference" at the end of the school year to plan strategic instructional foci for the following year. Travel costs not supported.

Budget and resource alignment

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

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

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

Other-describe here: Race to the Top
 Instructional Leads _____

Service and program coordination

- Department Heads are identified in Galaxy using Race-to-the-Top Dollars. Department Heads will participate in 45-minute weekly morning meetings. This will happen once a week for the entire school year, resulting in approximately 36 hours for 6 department heads. The purpose for these meetings is to align instruction and plan for the work that happens in Department meetings.
- Principal and team leaders will attend Model Schools Conference using Title 1A Priority Money to cover conference registration costs only. This conference lasts for 3 days and will have presenters from around the country share best practices in Urban Education. This Conference will help us learn from other schools and set goals and instructional focus for next school year. Title 1 funds will not be used for travel costs.
- AP Teachers will attend professional development using TL Fair Student Funding. This will fund 2 teachers to attend 2 trainings for a total of 16 hours per training. This will help the school improve our College Course Preparatory Index.
- Staff will attend after-school PD at Per-Session Training Rate using Title 1A money. At least 10 staff members will attend 4 PDs over the course of the year for 1.5 hours a session. This will total 60 hours of per-session training rate. The focus of these PDs will be on the following: ICT team teaching, Asking Rigorous Questions, Data-Driven Instruction and UDL. These PDs will help address the needs of our lowest third while simultaneously addressing the high expectations of Common Core-Aligned Instruction.
- Danielson books are purchased using TL Fair Student Funding. This will help prepare the staff for the new teacher evaluation system and give our school a common rubric and language around good teaching.
- Teachers conducting Regents Prep for ELA and Math will be paid per session using Contract for Excellence.. This will happen twice a week for 12 weeks in the Fall semester and twice a week for 12 weeks in the Spring semester. This equals 24 hours x 4 x \$45. This will help improve our Regents pass rates for all subjects.
- New Settlement will be paid to conduct SAT Prep classes using Title 1A Priority Funding Money This will be for 8 hours a week to serve all juniors. This will help improve our College Readiness Index.
- There will be one, whole-staff PD regarding using technology in instruction, which costs \$5000 and comes out of Title 1A Priority Funding. This will help us improve instruction within our school community to better serve the needs of our students.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- 2011-2012 QR Recommendation: Enhance Professional Development that promotes reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve student learning outcomes

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- 90% of students will experience Common Core-aligned units of study in all of their 4 main content area classes, including the Arts.

Instructional strategies/activities

Each unit of study will contain the following:

- Complex texts using Close Reading and Annotation as strategies to access the texts
- Essential and Daily Guided Questions aligned to Webb's Depth of Knowledge that ask students to form an opinion/claim and provide evidence to support their opinion
- Supporting Questions written into lesson plans and unit plans that will push students toward a deep understanding of the Essential unit questions
- A Socratic seminar or formal discussion
- An extended research paper or writing assignment that asks students to form an opinion and cite evidence

Action Plan:

- Unit plan will be collected on a monthly basis and teachers will be given feedback on alignment to the Common Core
- Teachers will use Atlas Curriculum as a tool for planning their units online. The tool will allow them to access unit plans of other teachers in our network, as well as view one another's units for feedback.
- In the fall, teachers will be offered 3 after-school PD on strategies to implement the Common Core. Teachers will be paid the per session training rate to attend. Representatives from each department will attend network-sponsored PDs around the Common Core
- In Departments, teachers will give each other feedback throughout the year on lesson and unit plans in relationship to the Common Core
- Teachers will participate in Looking at Student Work sessions in their department meetings as a way to create vertical alignment within the department and improve instructional practice
- Teachers will be given formal and informal observation feedback on their implementation of Close Reading, Annotation, Effective Questioning and Discussion techniques
- Department Heads will be identified as instructional leads in Galaxy and will attend 4 to 6 after-school PDs around implementing the Common Core in their departments
- An educational consultant will devote 4 to 5 days this spring to assist the math department in revising Geometry and Algebra curricula to better align with Common Core content and practice standards. The consultant will help the teachers develop and identify Common Core level student tasks to embed into a revised unit sequence which matches the standards.

Budget and resource alignment

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

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

 Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: __Race to the Top
fundng_____**Service and program coordination**

- Department Heads are identified in Galaxy using Race-to-the-Top Dollars. See Tenet 2 above
- Staff will attend after-school PD at Per-Session Training Rate using Title 1 Money. This equals approximately 4.5 hours of training for 10 teachers at \$25.00 an hour.
- Title 1 funds use to contract outside math Common Core curriculum consultant for at least 4.5 days of work with the math department at the rate of \$1300 per day.

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

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

Major Recommendation

- 2011-2012 QR Recommendation: Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies
- 2011-2012 Progress Report showed that the school needed to improve credit accumulation, specifically in the 3rd year of study

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

 x 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- 1st Year credit accumulation will move from 74% to 80%
- 2nd Year credit accumulation will move from 62% to 70%
- 3rd Year credit accumulation will move from 40% to 50%

Instructional Strategies/Activities

- Course pass rates will be discussed with each teacher after the first marking period and a plan of action to increase pass rates will be made for those teachers with low pass rates
- After the second marking period, teachers with low pass rates will again be asked to attend a meeting with the principal to discuss the pass rates and determine a new plan of action
- SIT teams will track progress of all students each marking period and target populations will be adjusted to reflect students on each grade with low pass rates
- PM school will be offered for students that failed courses the previous semester or year
- Money from Achieve Now will be used to offer ESL students an opportunity to earn extra credits in English in semester 2.
- Parent meetings for students with low credit accumulation will be called after the first semester in February.
- SIT teams will determine opportunities for students to turn in late work throughout the second semester.
- Students low in English and History credits will be programmed for these classes in their schedules in the second semester.

Budget and resource alignment

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

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

Service and program coordination

- Teachers conducting PM School to help students earn extra credits will be paid per session using Contract for Excellence. This will address and support our off-track students to improve credit accumulation.
- ESL teachers conducting classes in the CASA program to assist in students earning ELA credits will be paid using TL Achieve Now Grant Money: This program involves 2 ESL teachers for 2.5 hours twice a week for 25 weeks. This will help address language deficiencies in our students with language challenges. It will also improve credit accumulation.
- We have purchased Achieve 3000 and Math IX to help with Credit Recovery and/or skills support for our students with IEPs and our ESL students. Each program funds 100 licenses. This was funded by Title 1A Priority Funding.
- We purchased Castle Learning to assist with Regents Prep. This was funded by Title 1A Priority Money.
- We purchased Skedula for student tracking purposes. This will also help with communication with parents around credit accumulation. This was funded by Title 1A Priority Money.

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

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

Major Recommendation

- According to data on OORs, DY Prep had 215 suspensions last school year, meaning close to 26% of our population had been suspended at some point during the 2011-2012 School Year. DY Prep had the highest suspension rate in the Taft Educational Campus
- DY Prep rated 7.4 on the Learning Environment Survey last year in the area of Safety and Respect, which was 57.1% of the City Range

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Our Core Value of *Character* will be leveraged to improve the Culture of Learning in our classrooms and our school
- By June of 2013, the number of principal suspensions will be by at least 20% compared to the previous school year. Principal suspensions will decrease from 216 to 173 or below.

Instructional strategies/activities

- All teachers will have our Core Character Values visible and posted in each classroom and will identify behaviors aligned to each value.
- There will be one school-wide assembly per marking period that focuses on one of our Character Values. Students that exhibit this value will be honored at the event
- Teachers will implement an advisory curriculum aligned to these values where students will be given experiences to help them understand the character value and give them practice at implementing it in their lives
- All teachers will read Paul Tough's book, *How Children Succeed* and will experience at PD around designing school-wide learning experiences that can help increase the behavioral and character aptitude of our students
- On each grade, there will be a SIT (Student Intervention Team) that is comprised of all teachers on that grade, as well as a guidance counselor or social worker. The function of these teams will be to plan activities in advisory around implementing our character value as well as to identify and work with a Target population of students that are struggling behaviorally and/or academically.
- Teachers will be asked to set a Character goal as well as academic goal for their students at the beginning of the year
- Principal will meet once a week with Support Services Team to plan/discuss/evaluate systems of intervention
- Staff will collectively work together to develop a rubric of character expectations for students, teachers, support services and administration
- School will implement of system of using "Dream yard Bucks" as a reward for students that exemplify the school's Core Values of Scholarship, Artistry and Character.
- Principal will work closely with dean to implement alternatives to suspension
- A full-time social worker from Whedco will be assigned to the school
- School will participate in Achievement Mentoring program to target 10 to 15 of the most behaviorally challenged students
- SIT team leaders, Special Education Teachers and the Dean will attend a DOE-sponsored PD for instructing students with behavioral challenges

Budget and resource alignment

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

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

Service and program coordination

- How Children Succeed by Paul Tough will be purchased using TL Money. We will purchase 30 books for all staff members. This book will serve as a foundational text to help us message school-wide character goals.
- Social Worker will be obtained from an outside grant from Whedco at no cost to the school. This additional staff member will help us support students with behavioral challenges.
- Achievement Mentoring Program will be paid using AIDP grant given to school for a target group of 12 students who have exhibited behavioral challenges.
- Title 1 funds to support registration of Social Worker- to attend annual Social Work Conference in San Diego using Title 1 Money. This will give her additional ideas and support to do more proactive behavioral interventions. Travel costs not supported by Title 1 funds.

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

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

Major Recommendation

- 2011-2012 QR Recommendation: Engage families in school decision-making activities and an open exchange of information regarding students' progress toward school and class goals and expectations
- Attendance for the 2011-2012 School Year was 80.6%

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

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

Annual Goal #5

- School will collaborate with families and other stakeholders to increase attendance from 80.6% to 83%

Strategies to increase parental involvement and engagement

- Principal sends out periodic E-Blast to families to share updates on attendance, school events, shout-outs and other pertinent information
- SLT focus of the year is on improving attendance
- School collects attendance for the 1st period of day and all students not in attendance receive a phone call home
- Principal offers "Parent Office" hours to meet each week with parents of students with low attendance
- SLT will start an "Attendance Mentoring Program" where high performing juniors mentor underclassmen with low attendance
- School will create an incentive program that gives students a raffle ticket for each day they show up on time a raffle ticket. This raffle ticket will be entered in a monthly "Attendance Rewards" raffle
- School uses Datacation, an online system for entering grades and behavioral anecdotes that all parents, students and staff can access
- Parent Coordinator plans workshops for parents that address issues of attendance, behavior and bullying
- Full-time social worker at Whedco will conduct workshops for parents in October.
- New Settlement will conduct workshops for parents around financial aid and the college process in December.
- Parent Conferences are scheduled by SIT team leaders, guidance and social workers for students on our Target population throughout the year as needed.
- Dream yard Project will conduct after-school arts programs and sponsor arts event to increase student attendance and parent participation

Budget and resource alignment

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

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

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

Service and program coordination

- Dream yard Project will be paid for after-school programs using Title 1A Priority Money. These programs will serve as incentives to students to come to school. Arts will be used to support academic needs.
- Parent programs will be paid using Title 1A Priority Money. These workshops include a workshop on Bullying, using computers, dealing with struggling

students. The hope is to serve 20 parents per workshop, totaling 60 parents.

- Datacator will be purchased using Title 1A Priority Money. This online system will help us to communicate with parents in a systematic way around academic and behavioral progress. Coordinator for Attendance Mentoring Program will be paid using Contract for Excellence Money. This is 4 hours a week per session for 18 weeks. 5 students will be identified as mentors and 5 students will be mentees. This is a pilot program supervised by our guidance counselor to begin peer mentoring for our students that exhibit challenges in getting to school every day on time.
- Rewards for Attendance Incentive Program will be purchased using TL Money. This will help improve attendance.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Regents Prep	Small group	After-school
	CASA program for ESL students	Small group	After-school
	Language Lab for ESL students	Small group	Before school
Mathematics	Regents Prep	Small group	After-school
Science	Regents Prep	Small group	After-school
Social Studies	Global and US History Writing Course	Class	During school day
	Regents Prep	Small group	After-school
	Tutoring in US History	One-to-one	After-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small group and one-to-one	During school day
	Mentoring	One-to-one	During school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- Partnership with TFA around recruitment
- Partnership with CBO: Dreamyard Project around recruitment
- Rigorous Interview process
- Hiring Committee comprised of Principal and staff in consultation with the Network
- Targeted Professional Development by Network
- AP Professional Development
- Model Schools Conference attended by Principal and all team leaders
- In-house mentoring program where senior teachers mentor new teachers
- Weekly meetings between principal and new teachers
- Beginning, Middle and End-of-the-Year Conferences held by principal with all teachers
- Travel opportunities for teachers

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The DreamYard Preparatory	DBN: 09x329
Cluster Leader: Chris Groll	Network Leader: Michael Alcott
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The DreamYard Preparatory School currently has 80 ELLs officially on roster. Of these 80 ELLs, 29 are 9th graders, 24 are 10th graders, 13 are 11th graders and 14 are 12th graders. Of these 80 ELLs: 18 are Beginner Level, 35 are Intermediate Level and 27 are Advanced. Since many of our ELLs may come in mid-year (any grade level), or at the 11th grade level they need additional language support. To support language development and acquisition we have designed an afterschool program with three different focus groups. The afterschool program will run for 2 hours during 2 weekdays, or 4 hours per week. The different focus groups are: Beginner Level ELLs (9-12), Global History Support, and ELA Regents Prep (10-12). ***All three sections will meet for approximately 37 sessions (from November until the end of May). There will be 3 teachers from DreamYard Preparatory School instructing this program. All 3 teachers are certified in ESL. ***The Beginner Level ELL group will focus on literacy strategies aligned with the ELA Common Core Standards. All created tasks and activities will be designed to meet a Reading/Writing Common Core strand using grade level texts. During this time, Beginner Level ELLs will also receive explicit grammar instruction using ESL methodology. Global History Support will provide all ELLs with the necessary support they need to dissect complex grade level texts and apply understandings to written tasks (DBQ and Thematic essays). Many of our ELLs in the 11th and 12th grade will receive ELA support during the afterschool program. This afterschool ELL focus group will highlight students' reading comprehension strategies for grade level texts and writing critical lens essays.

SIFE Students will also be aggregated to one or more of these afterschool focus groups according to their needs. During the Spring Semester the ESL Department will also design NYSESLAT Test Prep for Long Term ELLs (6 and more years of ELL service). SIFE, Beginner Level ELLs and ELLs with IEPs are also programmed for Team Teaching classes with one ESL certified teacher and one content area teacher in Global History and/or Living Environment. Although this is not a supplemental service per se, the afterschool focus programs will be taught by one of the ESL certified teachers from their team teach class. This will help ESL and content area teacher to monitor progress and inform instructional strategies for afterschool focus groups. The Beginner Level ELLs (with IEPs) are also programmed for a 1st period Language Lab. *****This is the Before-School Program. The class is taught and monitored by an ESL certified teacher. The Language Lab software used is Achieve3000. Achieve3000 uses a 5 step literacy routine to increase student literacy with a focus on College and Career Readiness. The program has features designed to scaffold Beginner Level ELLs and IEP student progress. These scaffolds include Spanish language support and intervention (larger print, same articles with different vocabulary). The 5-Step Literacy Routine goes as follows: 1- Students respond to the Poll and Email (regarding a topic), 2- Students read the article (with scaffolds present and guided by teacher), 3- Students do the activity questions, 4- Students vote in a poll based on topic in the article 5- Students answer the thought question. Achieve3000 is a Common Core Aligned Program. ***** The Language Lab runs for 50 minutes Monday -Friday. Language of instruction for all afterschool groups is English. The Beginner Level focus group will have, at a maximum, 25% native language instruction as deemed instructionally appropriate by ESL certified teacher. Three ESL certified teachers will be teaching afterschool focus groups (one in each ELL focus group). Materials needed: glossaries (native language-to English translations), dictionaries, grade level texts (fiction and non-fiction), small white boards for small group, targeted instruction (afterschool and team -teach classes), printing paper for essays, toner, laptops for

Part B: Direct Instruction Supplemental Program Information

[Achieve3000 access.](#)

Part C: Professional Development

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

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

Begin description here: Since the Common Core Standards for ELA (and all other content areas) apply to ELLs as well, it is imperative that teachers of ELLs be equipped with the necessary professional development that will guide them Professional Development for all teachers of ELLs have been programmed in order that teachers have the instructional tools necessary to provide rigorous instruction that is Common Core aligned. Professional Development regarding the following topics have been scheduled: team-teaching strategies, reading complex text strategies, ESL Department focusing on developing tasks and instructional approaches that will exemplify Common Core standards using ESL methodology within lesson plans, unit planning (UBD) PD, our new mentoring program provides new teaching staff with one to one support from tenured teachers, with classroom culture, instructional strategies as they relate to content targets, PDs designed on how to use reading and writing for college preparation and readiness, and planning effective instruction around classroom discussions (Socratic Method) PDs. Teachers who will receive training are all teachers of ELLs, including our 3 ESL certified teachers. ESL Department work, developing instructional strategies that exemplify the Common Core standards, will be work down within the ESL Department (once a week for 50 minutes). All other PDs will be provided by our CFN at approximately 1 every two weeks for 2 hours. ESL Department Head is Johanna Marte, ESL Teachers are Idanessa Then and Alexandra Toglia. Our CFN PDs will be provided by Michael Alcott, Michael Mercanti and Pablo Schelino.

Part D: Parental Engagement Activities

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

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

Begin description here: .Research says that all children learn best when there is a context wherein they're curiosity and endeavors can be nurtured and challenged. Learning with our peers is meaningful because it fosters valuable insight into respecting differing points of view, and learning with our family is meaningful because it fosters self esteem and provides us with a sense of value. With this in mind, the ESL Department would like to offer English Language classes to parents. This initiative will require a collaboration with the ESL Department and the Parent Coordinator. We would also like to work with

Part D: Parental Engagement Activities

one of our network sister schools in establishing this initiative. Within this initiative, we would like to offer English classes to parents and/or workshops on how parents can be an integral part of their child's learning experiences and how this affects their social emotional growth. These classes will be once or twice a week for 2 or 4 hours a week. Prospective providers are ESL Department Head Johanna Marte in collaboration with Parent Coordinator Ms. Martiza Rosa and school administration. Parents will be notified in writing in both English and their native/language. The Parent Coordinator and ESL Teachers will also make follow up phone calls.

Part E: Budget

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

Allocation Amount: \$

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x329 **School Name:** The DreamYard Preparatory School

Cluster: _____ **Network:** 411

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.

Data and methodologies used to assess our school's written translation and oral interpretation needs are the Home Language Report and the Place of Birth Report to determine native language/ language spoken at home. We also use our school's current ELL Roster to determine ELL status. Combined, these reports give us: the number of students requiring translated materials (ELL or nonELL), and in what language we should provide the materials or translation (meetings). We use LIS as a translation service resource when they are required at group parent meetings and during parent teacher conferences (French). We also use resources from the NYC DOE website under the Office of English Language Learners.

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.

Our school's written translation needs are assessed by the language level proficiency of a student in congruence with time in the United States. Teachers in the ESL Department offer translation services for in class work if they co-teach a class. Teachers in the ESL Department also offer their services to review instructional materials in a child's native language (Spanish) for their colleagues. Our college advisor, in conjunction with the New Settlement Organization offers written college information in Spanish and has bilingual speakers to answer parent/student questions on the college admission process. We also inform the staff of available translation service in Spanish during parent teacher conferences through school-wide email. We hire a Haitian-Creole and/or French speaking translator from LIS during these conferences as well. In addition, we received a packet from the Office of English Language Learners that has contact information for different staff personnel and parents which we have posted in the main office. The community at large is informed through our Language Allocation Policy.

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.

Written translation services school provides are: permission slips, information regarding deadlines, any pertinent policy information regarding students, invitations to events such as curriculum night, suspension hearings, workshops, and all ELL information (Parent Orientation, HLIS, Parent Selection Form, Brochures with more resources and links), ELL Newsletters, etc. Administration informs the appropriate staff of any home communication required no less than 2 weeks in advance. When an event or home communication is required it is placed on the school calendar which everyone has access to, the Pupil Accounting Secretary will provide short, home communications in Spanish or teachers in the Spanish or ESL Department. The Pupil Accounting Secretary also sends auto calls in the student's home language as reminders to events/meetings.

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.

Oral interpretation needs for Spanish speaking parents are provided by the ESL Department and the Spanish Department. Spanish oral interpretation needs are all met by in-house staff. Oral interpretation needs for parents who speak Haitian-Creole or French are provided by translators from Legal Interpretation Services or LIS.

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>.

Combining all resources, from in-house Spanish speaking staff, the NYC DOE T & I unit and resources such as Legal Interpretion Services, including links and resources found on the Office of English Language Learners section of the NYC DOE website, our community is able to pool translation and interpretation from a number of places.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
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Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</u>

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- rationale
- subgroups and grade levels of students to be served
- schedule and duration
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[Achieve3000 access.](#)

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- schedule and duration
- topics to be covered
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Part D: Parental Engagement Activities

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

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

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Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$

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

