



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: DREAMYARD PREPARATORY HIGH SCHOOL

DBN (i.e. 01M001): 09X329

Principal: ALICIA WARGO

Principal Email: AWARGO@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: MICHAEL ALCOFF

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Alicia Wargo	*Principal or Designee	
Ryan Moore	*UFT Chapter Leader or Designee	
Noris Lopez	*PA/PTA President or Designated Co-President	
Martiza Rosa	DC 37 Representative, if applicable	
Mikany Segura	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	
Andrea Wallace	Member/ Teacher	
Idanesa Then	Member/ Teacher, SLT Chairperson	
Carmen Marcelino	Member/ Parent	
Norka Peer	Member/ Parent	
Afranio Neris	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section

School Leadership Team Signature Page

The SCEP Overview

Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-

- A major recommendation with HEDI rating
- Statement Of Practice (SOP) selected aligned to the goal
- A goal aligned to the major recommendation
- Instructional Strategies section, A-E for each strategy or activity that supports the goal
- Budget & Resource Alignment section (indicating all funding sources)

Academic Intervention Services (AIS)

Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)

Parent Involvement Policy (PIP)

Priority Schools Only

Expanded Learning Time (ELT) Program Description

School Information Sheet for 09X329

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	345	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	11	# SETSS	7	# Integrated Collaborative Teaching	29
Types and Number of Special Classes (2013-14)					
# Visual Arts	16	# Music	16	# Drama	17
# Foreign Language	10	# Dance	11	# CTE	N/A
School Composition (2012-13)					
% Title I Population	80.1%	% Attendance Rate			79.5%
% Free Lunch	99.7%	% Reduced Lunch			0.0%
% Limited English Proficient	24.3%	% Students with Disabilities			19.8%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	3.8%	% Black or African American			29.1%
% Hispanic or Latino	65.5%	% Asian or Native Hawaiian/Pacific Islander			1.3%
% White	0.3%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.51	# of Assistant Principals			N/A
# of Deans	1	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	3.9%	% Teaching Out of Certification			18.5%
% Teaching with Fewer Than 3 Years of Experience	42.3%	Average Teacher Absences			8.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	53.9%	Mathematics Performance at levels 3 & 4			48.5%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			33.3%
6 Year Graduation Rate	66.7%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP						
Describe the strengths of your school's 12-13 SCEP.						
<ul style="list-style-type: none"> Strong emphasis on giving teachers frequent, actionable feedback Effective plan for the professional development of teachers to improve teacher practice Emphasis on curriculum design, with particular attention to unit planning Emphasis on improving the culture of learning in the school Clear plan to decrease student suspensions Leveraged partnerships to achieve goals Drew from a variety of funding sources to achieve goals <p>Presented clear strategies for implementing CCLS into our units and daily lessons</p>						
Describe the areas for improvement in your school's 12-13 SCEP.						
<ul style="list-style-type: none"> Needed to have a more targeted plan to increase attendance Stronger plan needed to increase credit accumulation <p>Did not take graduation rate into account</p>						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
<ul style="list-style-type: none"> Struggled to align practices with budget allocations <p>Some of the goals were too ambitious to accomplish in one year's time</p>						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
<ul style="list-style-type: none"> Goal One: College Readiness increased from 8% to 11.9%. Goal was 25%. Goal Two: All students received Common Core aligned units of study in each of their academic classes, including the arts. Goal was 90%. We exceeded the goal. Goal Three: Credit accumulation for students in year one increased from 74% to 76.5%, Credit accumulation in Year 2 stayed the same at 62%, Credit accumulation increased in year 3 from 40% to 52%. We met the goal for Year 3, but not for Year 1 and 2. Goal Four: Suspensions fell from 216 to 65. We set a goal for them to be 173 or lower. We exceeded the goal. <p>Goal Five: Attendance fell from 80.6% to 78.9% We did not meet the goal. In fact, our attendance decreased instead of increasing.</p>						
Were all the goals within your school's 12-13 SCEP accomplished?				Yes	x	No
If all the goals were not accomplished, provide an explanation.						
<ul style="list-style-type: none"> Goal Two: Adequate instruction was not provided to students on their upper level courses in order to meet our college readiness goal Goal Three: Increasing credit accumulation is directly tied to attendance. Upon analysis of students not making the credit accumulation benchmark, we found that the majority of these students had issues with chronic absenteeism <p>Goal Five: We did not have a targeted enough plan to increase attendance.</p>						
Did the identified activities receive the funding necessary to achieve the corresponding goals?				x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
<ul style="list-style-type: none"> Trying to figure out the best practices to increase attendance and align them with the budget <p>Using resources effectively to increase graduation rate</p>				
List the 13-14 student academic achievement targets for the identified sub-groups.				
<ul style="list-style-type: none"> Students in the 3rd Year of study will increase credit accumulation to 60% Credit accumulation for students in the lowest third will increase <p>Target populations as identified by SIT teams and the attendance team will</p>				
Describe how the school leader(s) will communicate with school staff and the community.				
<ul style="list-style-type: none"> School goals rolled out at staff meeting School goals communicated at the beginning, middle and end of year parent meetings 				

Principal will communicate student achievement goals at grade-wide meetings

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

Our school's vision and school-wide goals were created with the input of the entire Dreamyard community. Last May, all staff members were invited to "Follow a Kid" for a day. Staff members were given a template to record low-inference data on when the student was engaged/not engaged, challenged intellectually, praised, frustrated, etc. Staff members then brought this data to our Chancellor's Day PD in June. As a team, we shared our findings with one another and identified our school's collective areas of strength and growth. We spent a significant amount of time talking about what we were doing well and not so well as a school through the lens of an individual child's experience. We therefore deemed our school's instructional focus of 2013-14 to be **Life-Readiness**, and broke this goal into 3 areas of: Academic, Socio-Emotional, and College/Career Readiness. Each of the SMART goals in the SCEP are aligned with one of our **Life-Ready** goals for the year.

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

As an entire staff, we engaged (and continue to engage) in a range of quantitative data that include Progress Reports, Learning Environment Survey, Interim Assessment Data, analysis of NYC Performance Tasks, online grading system (Datacation), Looking at Student Work and using "Follow a Kid" Protocols. We also examined data on the Learning Environment Survey around issues of Safety and Respect and Suspension data to inform our socio-emotional goals. The principal meets regularly with Department Heads, SIT (School Intervention Team) Leaders, Support Staff and individual teachers to track the progress of the goals, adjusting them if necessary. Goals are discussed and progress is evaluated after every marking period.

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

The 2013-14 Instructional Focus for DY Prep is **Life-Readiness**. we have divided our school's instructional focus of **Life-Readiness** into 3 categories: **Academic, Socio-Emotional, and College and Career- Ready**. These categories align with our school's 3 Core Values of **Scholarship, Artistry and Character**, which have existed since the inception of the school in 2006. All of goals in the SCEP align to the 3 Categories of Life-Readiness to push student achievement.

GOAL 1. ACADEMIC LIFE-READINESS: To improve student achievement through increased classroom and independent reading, and the completion of Life-Ready Tasks aligned to CCLS

SCEP Alignment for Goal 1: Teachers will produce 6 units of study over the course of the year will be aligned to CCLS and provide access for all (Tenet 3.3), Students will experience 20 minutes of Reading in each of their academic classes by April (Tenet 4.2)

GOAL 2. SOCIO-EMOTIONAL LIFE-READINESS: To improve the culture of Safety and Respect in our school community through the implementation of Circles in Advisory, in classrooms and as a measure of conflict resolution

SCEP Alignment for Goal 2: Yearly Attendance will increase to 83% (Tenet 6.3)

GOAL 3: COLLEGE AND CAREER LIFE-READINESS: To increase the number of students graduating on time and enrolling in college within 6 months of graduation

SCEP Alignment for Goal 3: Increase Graduation Rate to 53% and 6-month Post Secondary Enrollment Rate to 50% (Tenet 2.4)

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

Department Heads/SLT:

- Reviews school-wide data and identifies school needs
- Works with the Principal to set school-wide goals
- Monitors school-wide throughout the school year and makes modifications appropriately
- Reviews and tracks progress on SCEP
- Department Heads: meet twice a week after-school with principal to discuss best practices and monitor goals

Department Teams (Vertical Teams):

- Sets department goals aligned to school-wide goals outlined in the SCEP regarding instructional practices and Regents pass rates
- Monitors department goals through LASW, Interim Assessment Data, course pass rates
- Meets weekly to LASW, discuss best teaching practices, design and analyze Interim Assessments, vertical alignment, plan units, lessons, and curriculum

SIT Teams (Horizontal Teams):

- Align grade team goals to school wide goals (credit accumulation, graduation rate, socio-emotional goals)
- Monitor Team credit accumulation goals after every marking period
- Set and tracks Target populations of students
- Kid-Talk Protocols used for student feedback
- Engage in weekly meetings with other teachers on grade level and one member of support services

Lesson study and instructional focus of grade level (teachers visit each other's classes to monitor best practices)

Individual Teacher Goals:

- All teachers engage in goal setting at the beginning of the year and have mid-year meeting with principal. This includes:
 1. Beginning Year Conversation: Set instructional Goals aligned to Danielson, discuss course and Regents pass rates from previous year (if applicable), discuss next steps
 2. Principal observes classes frequently to monitor progress of goals
 3. Principal prints out Scholarship Data Reports from HSST once a Marking Period and meets with teachers that have pass rates below 70%

Support Services Team Meetings:

- Our School Social Worker, 2 Guidance Counselors and Dean meet weekly for 90 minutes to discuss social emotional planning for the school. This includes: assessing students' social emotional needs, developing behavioral plans and interventions, school-wide initiatives to promote and support the social emotional development of our students in advisory, empathy circles, student conferences, parent conferences and assisting in the development of school-wide assemblies around our core values
- Developing, monitoring and evaluating our school's systems in relationship to the Consolidated Plan and SCEP
- Monitoring the progress of target populations of students determined from a variety of data sources including: teacher referrals, SIT team referrals, incident data, ATS attendance reports, and Pupil Path information

Attendance Team

- Our school social worker, 2 Guidance Counselor and our Pupil Personnel Secretary, Parent Coordinator, Digital Learning Coordinator meet weekly for 60 minutes to review and assess our weekly, monthly and quarterly attendance data to address attendance issues. The team identifies a target population based on our attendance goal of 83%. Each member is assigned a targeted population and are responsible for engaging students, making frequent contact through phone calls, one-on-one conferences with students and parents, group meetings and daily check-ins. Target populations are evaluated weekly and adjusted according to progress based on student data reports.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
2012-13 Progress Report: Graduation Rate: 33%, Post-Secondary 6-month Enrollment Rate is 37%			
Review Type:	Progress Report	Year:	2012-2013
		Page Number:	5
		HEDI Rating:	n/a

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	2.2 School leader’s vision		2.3 Systems and structures for school development
x	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
Increase Graduation Rate to 53% and Increase Post-Secondary Enrollment Rate to 50%

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Target populations of students in their 2nd or 3rd Year of study (borderline students that are in danger of not being promoted to the next grade) will go on college trips 2. Seniors that have not passed Regents or still need credit will be enrolled in after-school support classes to help students attain the skills necessary to pass Regents or earn missing credits 3. English Language Learners are targeted for after-school Program called CASA to support our ELLs in earning credits and Regents 4. Building Bridges After-School Program targets students with IEPs in skill-building and earning credits 5. Senior Seminar Class in the school day meets 3 times a week to assist students with college applications 6. SAT Prep class built into the school day for juniors to increase SAT scores 7. Financial Aid Workshops and de-mystifying the College application process for parents 8. Partnership with CARA to form a Life-Ready Team to arc out lessons around college-preparedness in Advisory on every grade level
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. College Counselor from New Settlement, 10th and 11th grade teachers, guidance counselors 2. 11th and 12th Grade Guidance Counselor 3. ESL Teachers 4. SPED Teachers 5. College Counselor, Digital Learning Coordinator 6. SAT Instructor from New Settlement 7. College Counselor 8. Team members from CARA, 11th and 12th grade guidance counselor, SIT team leaders, principal
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Bii-weekly progress reports are monitored by guidance counselors, teachers and principal. 2. After every Marking Period, seniors that have failed any core subject will be put on a target population and met with weekly by members of the 11th/12th Grade SIT Team 3. Principal evaluates Scholarship Reports with members of the Guidance Team. ELLs deficient in credits or Regents are programmed for CASA 4. Principal evaluates Scholarship Reports with members of the Guidance Team and SPED Department. Students lacking in basic ELA or Math skills are programmed for Building Bridges. 5. Principal tracks cohort progress with Guidance Counselors and members of the 11th and 12th Grade SIT Teams 6. PSAT, SAT scores are monitored by College Counselor and SAT Instructor after each administration. Goals are set with each student 7. College Counselor tracks college enrollment starting in the Spring and carries over into the summer 8. Team meets monthly to assess and track progress. A college awareness survey is administered at the beginning and end of year to track growth.

- D. Timeline for implementation and completion including start and end dates**
- 1. Target Population identified in October, assessed in February, and determined in April.** College trips will occur in March and April
 - 2. Target Population identified in September, re-assessed in February and again in May. Regents/Skill Support for off-track seniors:** Fall Semester: Starts in October and ends in January. Spring Semester: Starts in March and ends in June
 - 3. CASA:** Starts in October and ends in June. Meets once a week for 2 hours after-school
 - 4. Building Bridges:** Starts in October and ends in June. Meets twice a week for 2 hours after-school
 - 5. College Seminar:** September through June
 - 6. SAT Prep Class:** meets twice a week during the school day in both the Fall and Spring Semesters. Starts in September and ends in June
 - 7. Financial Aid Workshops”** Occur 3 times during the course of the year: October, January and March
 - 8. CARA:** Starts in October and ends in June. Meets 90 minutes once a month

- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1. Priority Funding:** College and Career Readiness will fund College Trips
 - 2. Tax Levy** per session money funds after-school Regents Prep and Credit Recovery for seniors
 - 3. CASA:** Through a \$30,000 grant from Achieve Now, Dreamyard has created an after-school program called **CASA** to target our ESL students. This program is run with Bronx Collegiate Academy, a school in our network that is also housed in the building. This program meets for 2.5 hours after-school once a week and is taught by teachers from both school. The goal of the program is for our ESL students to gain ESL credits and receive extra preparation for Regents exams. There is also a social component to the program where students go on monthly field trips to build community and expose students to New York City. This program also conducts an ESL Parent Class once a week from 5pm to 8pm to support parents in learning English.
 - 4. Building Bridges:** This program meets twice a week after-school for 2 hours and is designed for our students with IEPs to get extra support in the areas of Literacy and Math. The program uses Reading Plus (which the principal purchased this year to support all learners) to give students frequent exposure to reading our their grade level to support our school’s Academic Life-Readiness focus of increasing the amount of reading. Students with IEPs can earn academic credit through this program. The principal has allocated teacher per session to fund and support this program. Paid per-session with Contract for Excellence
 - 5. College Seminar:** Grant from Dreamyard Project funds Digital Learning Coordinator, Grant from New Settlement funds College Counselor
 - 6. SAT Prep Class:** Paid for out of tax levy money.
 - 7. Tax Levy** per session pays for Guidance Counselor and College Counselor to conduct workshops
 - 8. CARA:** Provides the school with 10 days of coaching support to help implement our **Life-Ready Team**, which works to design and implement a college curriculum on every grade level. This aligns to our goal of College and Career Life-Readiness. Paid for through a grant.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
x	PF Set Aside	x	Tax Levy		Title IA		Title IIA	x	Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
\$30,000 Achieve Now Grant											
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE	x	PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).											
1.1; DQR Recommendation: Develop further consistency in the creation, or adaptation of rigorous curricula to ensure that all students including ELLS and SWD are challenged and cognitively engaged											
Review Type:	DQR	Year:	2012-2013	Page Number:	6	HEDI Rating:	D				

Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
	3.2 Enact curriculum			x	3.3 Units and lesson plans						

Annual Goal #2

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

All teachers will produce 6 units of study over the course of the year aligned to the CCLS that will promote access for all, taking into account the particular needs of our ESL Students and SWD

Instructional Strategies/Activities

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

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

1. Teachers submit unit plans on a monthly basis on Atlas and receive feedback from the principal, LEAP Intern or Math Coach
2. Monthly after-school professional development is targeted on implementing effective instructional strategies aligned to CCLS and Multiple Entry Points
3. Department Heads meet twice a week after-school with the principal to Look at Student Work and discuss alignment of instructional strategies to CCLS and Life-Ready goals
4. Teachers will be given departmental or team planning days. On these days, school will provide coverage for their classes
5. Looking at Student Work in Departments

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

1. Principal, LEAP Intern, Math Coach
2. LEAP Intern, Principal, Teaching Staff
3. Department Heads, Principal
4. Teaching Staff, Principal, LEAP intern, Math Coach
5. Teaching Staff

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

1. Data entered on the *Advance* system indicates Effective or Highly Effective in the areas of Unit Planning
2. Data collected from Unit Plans on Atlas shows evidence of alignment to CCLS and inclusion of Multiple Entry Points for all learners. Observation data from Danielson will indicate areas of Ineffective or Developing for teachers. PD will be designed to address these areas.
3. LASW in Dept Head Meetings and Departments to ensure alignment to CCLS and inclusion of Multiple Entry Points for all learners. Mid-Year Conferences held with all teachers.
4. More teachers will reach Effective or Highly Effective in Danielson after Departmental Planning Days
5. More students will score higher on CCLS-aligned rubrics

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

1. **Unit Plans:** Submitted the first week of every month starting in September and continuing through June
2. **After-school PD:** Once a month starting in September and ending in May
3. **Department Heads:** Meet twice a month after-school starting in September and ending in June
4. **Departmental Planning Days:** Once during the first semester, starting in December and in the second semester, starting in February
5. **Department Meetings:** Meet weekly during the school day, starting in September and ending in June.

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

1. **Coaching/Unit Plan Feedback:** In addition to the principal, the school has an on-site LEAP Intern that is present at the school twice a week to observe classes. The Intern is currently working with the ELA, Science and History Departments. Within those departments, the LEAP Intern rotates through observing teachers within those departments and gives them verbal feedback on their practice. The Math Department works with a network Math Coach that visits twice a month and gives verbal feedback to our Math Teachers. The ESL Department works with a Network ESL Coach, who visits their classrooms twice a month to give them verbal feedback on their practices. The LEAP Intern and both Coaches work closely with the principal to align feedback and discuss teacher process and areas of growth and strength for each teacher. All feedback is aligned to school goals and teacher goals set at the beginning of the year. There is no outside funding for this category.

Unit Planning: All teachers put curriculum on the Atlas website and can see one another's unit plans to help support both vertical and horizontal alignment

- Teachers submit unit plans on Atlas once a month. Teachers are given feedback on their plans once a month by the principal, LEAP Intern or Math Coach
- Unit plans are evaluated by principal on their relationship to the CCCLS, Life-Readiness and ability to engage students in activities that promote higher-order thinking
- Teachers share unit plans on Atlas and alter unit plans based on LASW sessions in Departments

2. After-School PD: Teachers are paid per-session training rate to attend. This money is paid for with Tax-Levy dollars
Professional Development Plan: All of our Professional Development is aligned to our **3 Areas of Focus** in terms of **Life-Readiness**. We divide the Chancellor's Day PDs into thirds to address each of our School-wide goals. The principal conducts monthly after-school PDs to support our goal of **Academic Life-Readiness**. This plan includes days where we focus on strategies for our specialized populations which include SWD, ELLs and our Overage Population. 50% of our teachers attend regular cycles of network-facilitated PD in Math, Literacy, SPED and ESL. These PDs provide opportunities for our teachers to get specialized support regarding CCLS and the opportunity to connect with schools across the network regarding CCLS in their respective content areas.

- 3. Department Head Meetings:** Teachers are paid per session using Tax Levy dollars
- Data trackers: *Documents used to record information about student progress in relation to grades, interim assessments, Regents scores and performance tasks over the course of the academic year.*
 - Looking at student work: *Department heads review teacher-selected samples of student work to identify patterns of error and develop best practices to address them.*
 - Developing instructional initiatives: *Creating and implementing consistent strategies school wide to improve the clarity of instruction for students and staff.*
 - Aligning instructional language to CCLS and across grades: *Creating and utilizing consistent language school wide to improve the clarity of instruction and intention for students and staff.*
 - Breaking down instructional strategies into multiple entry points: *Meet after-school to break down instructional strategies into multiple entry points*
- 4. Planning Days:** Teachers are given days to plan with the other members of their department. On these days, either the principal, the LEAP Intern or Math Coach works along side the teachers to develop thoughtful curriculum aligned to CCLS and our identified Life-Ready Instructional Strategies. Additionally, teachers that have either requested unit planning support or the principal has identified as in need of unit planning support based on observation or student scholarship data engage in after-school planning sessions with the LEAP Intern or the Principal. Substitute teachers are paid to cover classes using Tax Levy money.
- 5. Departments:** These are built into the school day. There is no funding associated with this strategy
- Analyze data (Interim Assessments, scholarship reports, Datacation Progress Reports) and determine Target Populations and interventions based on the data
 - Look at Student Work as a team and adjust instructional practices based on the data
 - Engage in lesson study and inter-visitations
 - Plan Life-Ready Tasks for their Departments
 - Decide on Instructional Strategies based on design of Life-Ready Tasks

Budget and Resource Alignment

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

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

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

1.2: Promote greater consistency in instruction that allows for access for all based on data so that classroom instruction reflects purposeful groupings, students are challenged, tasks accommodate different learning styles and questioning extends thinking to maximize student learning.

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

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

All students will experience 20 minutes of reading in each of their academic classes by April and increase their Lexile Scores by one to two grade levels by June. ELA Regents Pass Rates will increase to 65%

Instructional Strategies/Activities

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

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

1. Reading Plus used in ELA Classes and in after-school
2. Supplemental Reading Materials purchased for each department to be used in classroom instruction
3. Lexile diagnostic given at the beginning of the year, tested again in middle of the year and end of year. Students set goals in relationship to their Lexile Scores
4. Teachers will increase the frequency of reading in their classrooms on a daily basis, expose students to complex texts, and allow students to read texts according to their Lexile Scores
5. Professional Development will focus on Effective Reading Strategies

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

1. ELA Teachers, Digital Learning Coordinator, Computers and Technology
2. LEAP Intern, Principal
3. ESL, SPED and ELA Teachers
4. Teaching Staff,
5. Principal, LEAP Intern

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

1. Reading Plus Program tracks progress of reading levels throughout the year
2. Class observations to monitor how often supplement reading materials are being used in the classroom
3. Monitoring of Lexile scores by Teachers, Departments and Grade Teams
4. Interim Assessment Data, particularly ELA Teachers administering NYC Performance Tasks. Class observations to record duration, complexity and purpose of reading
5. Class Observations to monitor the effectiveness of Reading Strategies being implemented

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

1. **Reading Plus:** Start in October in 9th Grade Classes, Spring Semester for other grades. Ends in June
2. **Reading Materials are purchased in October through January**
3. **Lexile Diagnostic is given in October, re-tested in February, and again in May**
4. **Reading Initiative starts in September and ends in June.** Interim Assessments are administered in November, January, March and May
5. **Professional Development:** Once a month starting in September and ending in June

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

1. **ReadingPlusSoftware:** Purchased with Tax Levy money
2. **Supplemental Reading Materials** Purchased with Tax Levy Textbook money
3. **Lexile Diagnostic:** no additional money required
4. **Lexile Scores:** All students were given a Lexile Score Diagnostic at the beginning of the year. Students set a goal in relationship to their Lexile Score. Students will take another Lexile assessment in February and then a final one in June. ELA teachers are using this diagnostic as a tool for assigning independent reading in class.
5. **Interim Assessments:** are conducted 3 or 4 times a year (depending on the subject) and is a cycle that includes:

6. Design of IA, Discuss of Dept, Revise, Administer Assessment, Analyze data individually and then as a department, re-teach, analyze student work
7. **Reading Initiative:** No additional money required
8. **Professional Development:** After-school workshops facilitated by LEAP Mentor or Principal to support teachers in understanding and implementing Effective Reading Strategies. Teachers are paid per session training rate to attend from Tax Levy Money

Budget and Resource Alignment

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

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

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

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

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

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

Learning Environment Survey: Overall Rating will increase to 8.3, from 7.8 on the 2012-13 Survey

Review Type:	Learning Environment Survey	Year:	2012-13	Page Number:	11	HEDI Rating:	n/a
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	5.2 Systems and partnerships	5.3 Vision for social and emotional developmental health
	5.4 Safety	5.5 Use of data and student needs

Annual Goal #4

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

Overall rating for Safety and Respect to 8.0, 70% of students will either agree or strongly agree with the statement: "Students in our school treat each other with respect."

Instructional Strategies/Activities

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

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

1. Circles will be used in Advisory, classrooms and as a means to address conflict
2. 50% of the staff will receive training in Implementing Circles
3. Empathy Circles will be used as a systematic way to address conflict
4. Morningside Center will provide online coaching around the implementation of Circles
5. Alumni mentor will meet twice a week with a targeted group of 11th grade girls who exhibit challenges with respect

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

1. Trained staff, all Advisors
2. Dean/Support Services Staff, Trained Staff, OSYD Training
3. Dean/Support Services Staff, Trained Staff
4. Morningside Center
5. Alumni mentor

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

1. Student surveys administered mid-year around Safety and Respect
2. Kid-Talk around the effectiveness of Circles

3. Student reflections on Empathy Circles
4. Morningside Center will give feedback to staff currently implementing Circles
5. Reduction in bullying, particularly amongst our girls
D. Timeline for implementation and completion including start and end dates
1. Training for staff in June of 2012 by Morningside Center. Circles will start in September and end in June of 2014
2. Circles implemented starting in September and end in June. Staff training in January and ends in March
3. Empathy circles start in October and end in June
4. Morningside Center provides on-site coaching starting in January and ending in April
5. Alumni mentor starts in October and ends in June
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<p>1. Advisory: no additional funding for this</p> <ul style="list-style-type: none"> The <i>Overcoming Obstacles Curriculum</i> is used as a resource to support advisors in helping students to meet our Life-Ready Indicators Advisory is structured to develop our core value of Character. This happens through the use of Circles, community building activities, assignments supported by the <i>Overcoming Obstacles Curriculum</i> Advisors conduct lessons aligned to our Core Character Traits of Empathy, Self-Discipline, Ambition, Respect, Responsibility, and Perseverance <p>2. Circles: 4 staff members were trained and an additional 8 staff members will be trained by Morningside Center in the Spring Semester in the use of Circles as a means to build community, celebrate success and deal with conflict. Circles are used in our school community in Advisory, in classrooms and to handle conflict. We have developed a structure of an Empathy Circle as a school. Empathy Circles are used in place of mediation when there is an ongoing conflict between adults, adults and students, or students and students. An Empathy Circle consists of the students or adults in conflict, a trained <i>Circle Keeper</i> and at least one neutral person that can add perspective to the conflict. It is our belief the use of a circle as opposed to a more traditional type of mediation creates a safe, democratic space for conflict to be addressed and in most cases, can prevent the conflict from escalating to a physical encounter or doing extreme harm to the larger school community. These trainings were paid for by a grant with OSYD.</p> <p>3. Circles: 4 staff members were trained and an additional 8 staff members will be trained by Morningside Center in the Spring Semester in the use of Circles as a means to build community, celebrate success and deal with conflict. Circles are used in our school community in Advisory, in classrooms and to handle conflict. We have developed a structure of an Empathy Circle as a school. Empathy Circles are used in place of mediation when there is an ongoing conflict between adults, adults and students, or students and students. An Empathy Circle consists of the students or adults in conflict, a trained <i>Circle Keeper</i> and at least one neutral person that can add perspective to the conflict. It is our belief the use of a circle as opposed to a more traditional type of mediation creates a safe, democratic space for conflict to be addressed and in most cases, can prevent the conflict from escalating to a physical encounter or doing extreme harm to the larger school community</p> <p>4. Morningside Center: Through money granted to the school by OSYD in the amount of \$14,400, this partnership provides the school with 12 days of on-site coaching support to help our community implement the use of Circles, which will help our students meet our Socio-Emotional Life-readiness goal, increase our data on the Learning Environment Survey in the area of Safety and Respect. It also supports our core value of Character.</p> <p>5. Alumni Mentor: Former graduate comes to the school 3 times a week to meet with 11th grade girls that have exhibited challenges with respect. She meets one-on-one with these students to support them in making better choices with the hopes of becoming leaders in our community. Her salary is paid for by Priority Funding, Positive Behavioral Management Programs.</p>

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	x	Grants

List any additional fund sources your school is using to support the instructional goal below.						
\$14,400 from OSYD						
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .						
	PF AIS		PF CTE		PF College & Career Readiness	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).						
Progress Report: Yearly Attendance: 78.9%						
Review Type:	Progress Report	Year:	2012-2013	Page Number:	4	HEDI Rating: n/a

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
Attendance will increase to 83%	

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).	
A. Strategies/activities that encompass the needs of identified subgroups	
<ol style="list-style-type: none"> 1. Datacation will be used as a strategy to communicate with parents around their child's grades and attendance 2. Attendance Team targets students with attendance between 60% and 80% 3. Arts After-School is used as an incentive to get students motivated to attend school and Arts Sharings are used as a way to celebrate student achievement 4. SLT is working on effective ways to engage parents with attendance 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> 1. Parent Coordinator, all Teaching Staff 2. Social Worker, Attendance Team 3. Dreamyard Project Teaching Artists and DOE Visual Arts Teacher and Theatre Teacher 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> 1. Bi-monthly entries from teachers regarding grades and attendance 2. Weekly and monthly attendance reports 3. Attendance in Arts Sharings, monitoring the increase of school attendance by students enrolled in arts after-school programs 4. Parent Meeting Logs by teachers and members of the Support Staff 	
D. Timeline for implementation and completion including start and end dates	
<ol style="list-style-type: none"> 1. Datacation: Login information shared with parents during Parent Teacher Conferences and throughout the year. This will start in September and end in June 2. Attendance Team: Meets weekly starting in September and ending in June 3. Arts Sharings: Happen at the end of every semester. Arts After-School starts in October and ends in May 4. SLT Meetings: Starts in September and end in June 	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
<ol style="list-style-type: none"> 1. Datacation: All parents and students have access to an online grading system called Pupil Path. Teachers enter grades into this system every week and Progress Reports are printed out in each Advisory to be shared with students and families. When parents come to meetings with Guidance or other members of support services, parents are given Progress Reports or asked to log on to system to see their progress. This is paid for with Tax Levy dollars. 	

2. **Attendance Team:** Our school social worker, 2 Guidance Counselor and our Pupil Personnel Secretary, Parent Coordinator, Digital Learning Coordinator meet weekly for 60 minutes to review and assess our weekly, monthly and quarterly attendance data to address attendance issues. The team identifies a target population based on our attendance goal of 83%. Each member is assigned a targeted population and are responsible for engaging students, making frequent contact through phone calls, one-on-one conferences with students and parents, group meetings and daily check-ins. Target populations are evaluated weekly and adjusted according to progress based on student data reports.
3. **Daily Phone Calls home to attendance:** Done through school messenger on a daily basis for students that are not in school by the end of second period. These are made in both English and Spanish. Global Connect is paid through Tax Levy Dollars
4. **Arts After-school:** This is provided by Dreamyard Project. Dreamyard is paid with Priority Funding Positive Behavioral Management Systems.
5. **SLT Meetings:** Paid for through SLT allocation on Budget

Budget and Resource Alignment

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

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

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

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

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

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

Program Goals

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

1. The ELT Program will support our yearly attendance goal of 83% through the implementation of high-interest after-school Arts Programs
2. 90% of ELLs and SWD participating in the program will earn credits in the academic subjects of Math and English to allow them

Activities

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

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

1. **After-School Arts Program known to re-engage students that have disengaged from school will happen 4 days a week from 3:30 to 5pm. All juniors will have an Arts Majors Class during 9th period on Tuesdays, Wednesdays and Thursdays. There is a Young Men's Club that meets twice a week during the student's lunch period that targets off-track boys that have exhibited behavioral issues.**
2. **All ELLs will receive 2 additional hours of instruction per week in English. All SWD will receive 3 additional hours per week in English and Math. All students testing with Lexile Reading Scores below grade level will receive an additional English Skill Building Class.**

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

1. **Dreamyard Project Teaching Artists and DOE-certified Visual Arts and Theatre Teacher**
2. **ESL Teachers and SPED Teachers**

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

1. Students that are identified as exhibiting consistent attendance issues, and students that have shown an interest in the arts, but are not performing well academically. All juniors. Boys that have been identified by SIT teams that have exhibited off-track academic and emotional behavior.
2. ESL students scoring Beginner or Intermediate on the NYSESLAT or students new to the country that cannot speak proficient English as identified by LAB-R results. SWD identified as Level 2 or below on ELA and Math test results

Budget and Resource Alignment

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

	21 st Century	Tax Levy	Title I SWP	Title I TA	Title I PF	C4E	
2	Title III	Title I SIG	PTA Funded	1	Grants	1	In Kind

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

Community Partnerships

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

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

1. Dreamyard Project, our school's main community-based partner, provides us with teaching artists to teach our Arts Majors and Arts After-School Program. They also provide funding and resources for students to go on arts-based field trip and participate in performances. The Moth, another community-based partner, provides 2 instructors to facilitate a writing workshop after-school. They also host 2 yearly performances for this project.

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

1. Each program runs on different days, so that students can participate in both programs if they choose.

ELT Program Narrative

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

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

emotional growth.

1. The After-School Arts Program and the Arts Majors provides in-depth learning in Visual Art, Music, Creative Writing, Theatre and Dance. These opportunities allow students to develop confidence-building skills like public speaking, critical thinking and self-expression in a small group environment. This program serves as an incentive for students to come to school because many students that struggle academically excel in the Arts. Because there is a performance component to the program, students also learn collaborative skills and the importance of creating a high-quality work product. The Young Men's Club is designed to address the needs of our struggling young men. It addresses issues of manhood, giving back to the community and codes of social conduct.
2. The program for ELLs and SWD also includes a culture component where field trips occur once a month, directed at getting students outside of the Bronx to explore NYC at large.

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

1. Arts-After-School: Small group instruction in arts discipline of choice. Arts Majors: Allow students to choose a discipline to major in that mimics the college major process. Young Men's Club: Community service built in and small group discussions
2. ELLs and SWD Programs: Designed to utilize small group instruction to target areas of academic deficiency

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

1. All students have a choice around which art program to take. Students chose the program with the guidance of a teaching artist or DOE-certified arts teacher.
2. ELLs are grouped according to proficiency level and SWD are grouped according to area of deficiency in Math or ELA.

D. Are the additional hours mandatory or voluntary?

x	Mandatory		Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.**F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.**

1. Mandated counseling
2. Empathy circles
3. Girls group
4. Young Men's group
5. Individual and group counseling
6. Peer tutors/mentors

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

	Yes	x	No
--	------------	----------	-----------

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

1. Tracking attendance of participants during the school day
2. Tracking credit accumulation by ELLs and SWD in the ELT program.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. Reading Plus Program: 50 students 2. ELA Skill Building Class: 80 students 	<ol style="list-style-type: none"> 1. Small group, one-to-one 2. Small group 	<ol style="list-style-type: none"> 1. During the day and After-school 2. During the day
Mathematics	<ol style="list-style-type: none"> 1. Tutoring 50 students 	<ol style="list-style-type: none"> 1. Small group, one-to-one 	<ol style="list-style-type: none"> 1. During the day and After-school
Science	<ol style="list-style-type: none"> 1. Tutoring: 30 students 	<ol style="list-style-type: none"> 1. Small group 	<ol style="list-style-type: none"> 1. After-school
Social Studies	<ol style="list-style-type: none"> 1. Tutoring: 40 students 	<ol style="list-style-type: none"> 1. Small group 	<ol style="list-style-type: none"> 1. After-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Counseling: 65 students 	<ol style="list-style-type: none"> 1. Small group, one-to-one 	<ol style="list-style-type: none"> 1. Before school and during the day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

1. Targeted interview process
2. Targeted professional development; on-site and off-site
3. Department and SIT team scheduling of students
4. ICT planning meetings
5. Department planning days

High Quality and Ongoing Professional Development

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

1. Targeted network support
2. Reading Strategies PDs
3. Best Practice Shares amongst staff

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

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

1. Funding set aside for Students in Temporary Housing

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

1. Department meetings
2. Data-based trainings
3. Looking at Student Work
4. Election Day PDs

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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);

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

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

Part I: School ELL Profile

A. School Information

District 9	Borough Bronx	School Number 329
School Name Dreamyard Preparatory School		

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

Principal Alicia Wargo	Assistant Principal N/A
Coach Pablo Scheline (CFN Liason)	Coach
ESL Teacher Alexandra Rodriguez	Guidance Counselor Melanie Vasquez, Nakia Perkins
Teacher/Subject Area Naomi Pharr/ESL	Parent
Teacher/Subject Area Idanesa Then-Maldonado/ESL/Spa	Parent Coordinator Maritza Rosa
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	358	Total number of ELLs	78	ELLs as share of total student population (%)	21.79%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	45	ELL Students with Disabilities	5
SIFE	14	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	14

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	45	9	2	19	5	0	14	0	3	78
Total	45	9	2	19	5	0	14	0	3	78
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										25	30	5	11	71
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian													3	3
French												1	1	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	0	0	0	0	0	0	0	0	27	30	6	15	78

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	10	7	8	1	26

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	0	0	0	0	0	0	0	0	9	13	1	4	27
Advanced (A)	0	0	0	0	0	0	0	0	0	4	9	2	10	25
Total	0	0	0	0	0	0	0	0	0	23	29	11	15	78

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	34		6	
Geometry	0		0	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry	2		0	
Earth Science	5		7	
Living Environment	28		20	
Physics				
Global History and Geography	7		2	
US History and Government	9		7	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

As of this year, DreamYard does not formally assess ELLs early literacy skills using a prescribed assessment tool. Rather, teachers use a series of strategic assignments they've developed for the first unit of the year in order to gauge students' entry points, strengths and weaknesses based on the criteria of the class as well as the state and Common Core Standards.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data demonstrates an average length of 5 years of service, with most ninth and tenth grade students falling in the beginner classification and progressing to intermediate within 1-2 school years. After that, progress generally slows, with students remaining at intermediate or plateauing at the advanced levels; approximately 10-15% of them have achieved proficiency per the NYSESLAT in the past 3 school years.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMA tool](#))

DreamYard uses Annual Measurable Achievement Objectives to document yearly increases in the number of ELLs making progress toward English language acquisition and increases in the number of ELLs achieving English language proficiency, as well as making Adequate Yearly Progress in their core classes. The data reveals that the majority of ELLs are achieving AYP in their core classes as well as in their self-contained ESL classes, with some scoring one language level higher on the NYSESLAT each year and about 10-15% reaching proficiency annually. Additionally, Dreamyard has also instituted lexile measurement evaluations that will be administered twice each school year to evaluate progress in English reading skills acquisition.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a.) The pattern in the ESL program across proficiencies shows that we have the most newcomer and beginner ELLs in the lower grades, which provides them with the advantage of more time for language learning and advancement before they are required to take Regents Exams. The pattern across grades 9-12 shows that ELLs who take class assessments in English score better than those who take the assessments in their home language. Many of them cite the difference in vocabulary, since they learn the content and words in English, and have difficulty identifying corresponding terms in the home language on tasks that require specificity. Additionally, low credit accumulation and Regents pass rates across grade and proficiency levels affects primarily beginner and intermediate ELLs and Dreamyard.

b.) School leadership and teachers use the results of ELLs' Periodic Assessments to determine how to differentiate instruction and community offerings. Students who are not demonstrating appropriate mastery on the periodic assessments may be scheduled for after-school support programs or placed on a target list for interventions designed by a team of their teachers and support personnel. Depending on the percentage breakdown of students scoring below-passing marks in a single self-contained ESL cohort, instructional units may be altered to accommodate review and intensive skills instruction in order to address deficiencies in understanding and bridge knowledge gaps.

c.) From the Periodic Assessments, DreamYard is learning that...The native language is used mainly to provide support, multiple entry points and cultural relevance to our ELLs on a case-by-case and small-group basis. It may be used to translate vocabulary words, summaries or directions if necessary for the students' comprehension. It may also be used as the language of discussion in a small group if this is determined to be appropriate by the ESL teacher and/or the cooperating teacher. Additionally, the native language may be used as the language of presentation or final product, again at the discretion of the ESL teacher and/or the cooperating teacher.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

At DreamYard, the data informs our placement of students in leveled ESL classes as well as their placement in remedial and/or co-taught core classes. As we are a 9-12 school, we do not use the Response to Intervention framework.

6. How do you make sure that a child's second language development is considered in instructional decisions?

ESL teachers ensure that a child's second language (per the HLIS form, parent and student interviews and conferences conducted by ESL teachers and guidance, student bios, and ATS data) development is considered in instructional decisions by consistently advocating for our students in our co-teaching partnerships, in the ESL and content-area classrooms, as well as in forums for staff collaboration such as Student Intervention Team meetings, department meets and intervention meetings. Methods used to support second language development include literacy workshops focusing on lexical knowledge, schematic knowledge, syntactic understanding and pragmatic knowledge (especially culturally sensitive subject matter and support) embedded within co-taught content lessons, in addition to direct vocabulary, study and literacy skills and literature analysis instruction in self-contained ESL classes. This instruction may include the provision of texts translated into students' home languages either by native Spanish speaking teachers or a variety of online translation services for other home languages at the teachers' discretion. Additionally, co-teaching may occur in a small group instructional setting that groups ELLs together or with native English speakers, or via one-on-one instruction, depending on the ratio of ELLs to general education students present and the format of a particular unit of study.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

AT Dreamyard, we measure the success of our programs via credit accumulation, Regents and NYSESLAT scores/pass rates, language level on the NYSESLAT as well as performance on interim assessments. We also use departmental tracker spreadsheets that measure the progress (marking period grades, regents scores, IA scores) of each individual student for each school year, in order to document and analyze patterns of performance and determine appropriate interventions and program changes where necessary.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The initial identification process begins with the pupil accounting secretary, who provides parents with all of the documents necessary for matriculation. If necessary, a teacher or staff member who speaks the home language of the parent(s) and/or student will act as a translator. If the home language is not represented in our school already, the parent coordinator will contact a DOE translator or DOE-contracted vendor for translation services. The pupil accounting secretary refers the parent to the ESL teacher (NYS Certified in TESOL) if she suspects they speak a language other than English, and the ESL teacher conducts a short interview to explain the Home Language Identification Survey, administer the survey, and discuss the possible outcome of the LAB-R, which, depending on scoring, may make the child eligible for services. The teacher then explains the nature of the LAB-R and its use in determining the student's English proficiency level, as well as the three language programs offered within the DOE and suggests viewing the ELL Parent Orientation video in the parent's native language for further explanation. If the parent does not have time to view the video at the time of enrollment, they are invited for a formal orientation after school hours at a later date. The ESL teacher will then give the parent(s) an opportunity to ask questions and voice concerns.

If the parent indicates that the student speaks a language other than English at home on the HLIS, the LAB-R is administered within 10 school days in the dedicated ESL classroom and an initial raw score is determined using the most recent memo containing cut scores. The raw score is then communicated to the guidance department. When the student is placed in the appropriate self-contained ESL class, a brief home language reading and writing sample is taken to be used as a diagnostic indicator of literacy to inform the use of written native language supports in instruction. If the HLIS lists the student's home language at Spanish, the Spanish LAB exam is administered after the LAB-R within the same 10 day limit.

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.
Parents are informed of the three language program choices during their initial meeting with the pupil accounting secretary and the ESL teacher and may watch the NYCDOE ELL Parent Orientation video and receive the prescribed brochure in their home language explaining the options, if the parents are available to discuss this at the time of enrollment. At the beginning of each new semester, they are also invited, via phone (the pupil accounting secretary and parent coordinator call the home of each ELL), mail and handouts given to students, to a formal Parent Orientation meeting which takes place at the beginning of each semester (more meetings may be planned depending on the number of new ELL admits during the semester and whether or not their parents are able/have time for an individual orientation at the time of enrollment). At the orientation, they fill out all of the necessary paperwork to be filed in the main office and ESL files.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
DreamYard ensures that entitlement letters are distributed in a timely manner by reviewing the RLAT and RNMR reports and both mailing home and providing students with copies of entitlement, continuation of entitlement, or discontinuation of entitlement letters to bring home. Copies of these letters with the mailing/distribution date are also photocopied and locked in the students' files in the main office and the dedicated ESL room. Lists of students who have received these letters and the mailing/distribution dates are also filed in the main office.
Parent Survey and Program selection forms are distributed at the time a parent arrives to enroll his or her child, and again (if necessary) at the ELL Parent Orientation meeting. If the parent does not complete the forms at either of these times, copies are mailed home and provided to the student to bring home and return. Copies of completed forms are placed in the students' files in the main office and in the dedicated ESL classroom. All materials are printed in English on one side and in the student's home language on the other (translations done by teachers or staff members who speak the students' home language or using electronic services).
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.
In order to place identified ELL students in the appropriate ESL instructional program, LAB-R and NYSESLAT scores are used to determine whether they should be placed in beginner, intermediate or advanced self-contained ESL classes. Additionally, in order to reach their mandated weekly minutes, students are placed in grade- and credit-appropriate core classes co-taught by ESL teachers (math, science, history). The ELPC screen is updated in ATS once this process is completed within the allotted 20 days. The ESL department also meets at the end of each semester to decide on placement on a case-by-case basis; students who have passed the Comprehensive English Regents Exam may be exempt from ESL writing support classes (separate from and additional to their daily self-contained ESL classes), while students who have not passed a certain Regents may be placed in a co-taught ESL section of a core class in order to provide support beyond their mandated minutes. Student's determined English proficiency levels are entered into the entitlement letters (in English and home language) provided to parents at the beginning of the school year and/or after the administration of the LAB-R. Student schedules listing their ESL classes and co-taught core classes are available to parents via Pupil Path. Teachers and staff members who speak the students' home language are available to discuss placement with parents of ELLs.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT administration begins with an ESL department meeting in which all pertinent ATS reports are reviewed (RLER, RLAT, RELC) and student lists are generated and divided among the ESL teachers and a schedule is created to determine the days, periods and rooms that will be used for test administration. Each of the three ESL teachers collects the students on her list one by one on the day of the modality that's scheduled for assessment. As students complete each modality, their name is checked off on the teachers' individual list and later (during department meeting), they are checked off on a master list to ensure that the status of each student's exam is clear to all administrators of the NYSESLAT. If a student is not present on a scheduled testing day, he or she is placed on a make up list to be tested on a later scheduled date. The list is given to one of the ESL teachers, who then calls the home of the student and informs parents or leaves a message that the student must be present for testing on the make up day. Test materials are stored in the dedicated ESL classroom in a locking closet, and exam booklets and materials are kept in the order in which the students appear on the lists. When all testing is completed, all booklets, answer sheets and materials are

compiled and checked against the mater list to ensure that all available and eligible students completed all parts of the exam and that all materials are accounted for. Materials are then packaged and returned.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Parent Selection forms and the HLIS show that by and large, DreamYard parents are opting for ESL. Of the 78 ELLs at DreamYard this year, 88% opted for ESL, with the remaining 12% opting for a dual language program. As of 2011, 10% opted for a program other than ESL (Dual Language or TBE). Little to no parent selection information exists at DreamYard prior to 2008. The vast majority of students matriculated into DOE schools prior to 9th grade and selected ESL program as their first choice prior to arriving at DreamYard.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a.) ELL instruction is delivered in several different structures. ELLs are placed in self-contained or free standing classes that incorporate data-driven ESL methodologies, co-teaching/push-in model classes that utilize collaborative and/or cooperative instruction and learning to support students within their zone of proximal development. Depending on the number of ELL support minutes that an individual student is mandated to receive, he or she may be placed in a leveled self-contained ESL class and in additional co-taught core classes.

b.) The program models that are used at DreamYard are a block model for co-taught content classes and an ungraded model for self-contained ESL classes. Beginner ELLs in the same move from their self-contained ESL class to their blocked co-taught content area classes with the same group of classmates to receive instruction with ELL supports. However, all ELLs of a particular proficiency level are grouped in an ungraded self-contained ESL class in order to receive appropriate instruction at with accessible balance of rigor and scaffolding.

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)?

The organization of the staff ensures that all students meet their mandated number of minutes through collaborative teacher partnerships in which an ESL teacher is paired with two or more members of a content area department (history, science or math) and teachers one hour-long ESL block class with them per day, equalling 300 minutes weekly. ALL ELLs meet their mandated minutes through a combination of their daily self-contained ESL class and their blocked content classes, with beginners receiving co-taught content instruction in most or all subjects, intermediates receiving co-taught content instruction in one or two subjects and advanced ELLs receiving either one section of co-taught content instruction or self-contained ESL in place of a mainstream English class. As our classes are taught mainly in 60 minute daily blocks, one co-taught ESL content class is equal to 300 weekly minutes, in excess of the 180 minutes mandated for advanced students--even those who have completed the self-contained ESL class sequence and have entered into mainstream English classes. Intermediate and advanced students are also generally scheduled for self-contained ESL skills classes, focusing on literacy and writing skills, for 60 minutes total per week.

a.) Explicit ESL minutes are delivered via self-contained ESL classes either replacing or, in the case of some advanced and/or credit deficient ELLs, in addition to a mainstream ELA class. These self-contained classes heavily utilize empirical data-based instructional methodology and planning, including the use of multiple entry points, tiered vocabulary instruction, culturally responsive teaching, CALLA reading strategies and DreamYard's school-wide, Universal Design-based annotation approach. Additionally, depending on the proficiency level and assessed performance and skills of each individual class, instructional supports in students' home languages, as well as supplemental texts, visuals and technology may be provided at the ESL teacher's discretion or upon discussion among the ESL department as a whole.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area classes for ELLs are delivered through the co-teach/push in model and instruction is primarily in English. Teaching teams meet once per week for 30 minutes in order to plan and modify lessons and assessments, evaluate and grade assignment and discuss target students. Home language supports are provided at the discretion of the collaborating ESL and content area teachers; students may receive texts, worksheets, packets, notes or other written materials or verbal instructions/information in their native language (in addition to an English copy) if the instructional pair decides that students' proficiency levels and skills necessitate their use. ESL teachers may also use small-group instruction to lead ELLs in a parallel, high support lesson during content area instruction.

These methods are aligned with the Common Core Learning Standards in that all unit plans submitted to the principal and network support personnel are developed explicitly around the CCLS, and target understandings are assessed through learning tasks modeled on Common Core materials. The use of graphic organizers, CCLS text band selections, project-based learning and student-initiated discussion and collaboration factors heavily into planning and instructing in all classrooms at Dreamyard, and the ESL department is no exception.

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

DreamYard ensures that ELLs are appropriately evaluated in their native languages through both formal and informal methods. Students whose native language is determined to be Spanish are evaluated using the Spanish LAB. As there is no other formal state assessment of initial literacy in any other language, literacy skills are gauged by the ESL teacher in the self-contained ESL class and/or the co-taught content area classes. ELLs' home language literacy is evaluated based on a reading and writing and sample in their home language, as well as informal observations of their skills and use of strategies and approaches to literacy-based tasks.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in all four modalities through the use of varied assessments and consistent instructional methods. As part of DreamYard's approach to the Common Core Curriculum initiative, ESL teachers aim to have students independently read and annotate texts in their grade band (and appropriate to their proficiency level) for at least 20 minutes a day in each self-contained ESL class. Annotations are evaluated based on a developing school-wide criteria for effective text interaction, and reading comprehension and analysis are evaluated through Common Core and Regents-based questioning and discussion methods, in addition to standard written responses.

ELLs are expected to produce independent written responses and compositions, including the statement and evidentiary support of a claim, on a daily basis, and at least one extended writing task is assigned during each unit of instruction (usually between four and six weeks in length), averaging between three and six extended written products per semester depending on proficiency level and class placement.

The speaking modality is evaluated both formally and informally on a regular basis through planned small-group and full class discussions that are assessed using a department-developed rubric. Beginner ELLs also produce speaking samples using an online recording program that is graded as part of their Interim Assessments (DreamYard's version of midterm exams).

Cognitive Academic Language Proficiency is also assessed through student's volunteered and prompted verbal responses to questions in class, while Basic Interpersonal Communication Skills are gauged via one-on-one interactions, planned student-teacher conferences and observation of students' socialization and communication with their peers in English.

The listening modality is evaluated informally through ELLs' successful execution of verbally directed tasks, adherence to procedures, the quality of their clarification and discussion/analysis questions and their use of audio and video as evidence in their formation and support of arguments. Across proficiency levels, formal tasks that require students to listen to a read-aloud and analyze and explain the significance of text passages (from different genres with varying purposes and intended audiences) are included as part of Interim Assessments and cumulative unit exams. Teacher-led extended text readings that require students to answer verbal or written comprehension and analysis questions are also used to evaluate listening abilities and skills growth. In addition, advanced ESL students who will be taking the Comprehensive English Regents Exam are periodically evaluated using the Part 1: Listening passages and multiple choice questions of past Regents exams in order to prepare for the test.

Additionally, all instructional and placement decisions are based off of ELL's NYSESLAT modality scores. Target lists of students in need of drastic improvement in one or more modality are developed collaboratively by the department and may also be evaluated more closely on a case-by-case basis.

6. How do you differentiate instruction for ELL subgroups?

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

a.) DreamYard's instructional plan for SIFE includes intensive one-on-one support from one or more teachers on the ESL team.

SIFE students are first individually and explicitly debriefed in English and, as necessary, in their home language, on school policy and classroom procedures and expectations. Students and, when available, parents, meet with guidance counselors to discuss school experience, transcripts, alternative education options and program/curriculum outlook for expected graduation date. A diagnostic exam

(including a reading and writing sample in the students' home language and/or the Spanish LAB results), in conjunction with the results of the guidance conference, are considered by the ESL department to develop a support plan for SIFE students on an individual basis. ESL teachers provide all SIFE ELLs with multi-disciplinary graphic organizers and study strategies and scaffolds, supplemental class materials and directives in the home language, and offer office hours before, after and/or during school hours when they are available to provide additional help on school work or logistical/administrative tasks. Finally, all SIFE ELLs are formally invited to participate in CASA, DreamYard's Title III ESL literacy and community building after school program, in order to provide them with additional credits, instructional time and general academic and social practice.

b.) DreamYard's plan for newcomers includes a guidance conference in which transcripts from home countries and anecdotal evidence of school experience are discussed. In addition to taking the LAB-R and brief homelanguage diagnostic and placement in a proficiency-appropriate ESL class, ELLs with zero to three years of service are usually programmed into the greatest possible number of co-taught ESL content area classes in order to maximize accessibility to their English immersion experience. They receive one-on-one support from one or more ESL teachers in their self-contained and/or co-taught content area classes and are placed in an advisory class with an ESL teacher to provide support in assimilating into the DreamYard community. Newcomers who are placed at beginner status receive intensive foundational language instruction in their self-contained ESL classes in order to first develop BICs, allowing them to function and communicate within the school community, and then to develop CALP with the aim of approaching grade-level Common Core Standards and Regents readiness. Newcomers who are placed at intermediate or advanced status are debriefed on school policy and expectations by guidance and/or an ESL team member and placed appropriately according to proficiency and mandated minutes. All newcomers are formally invited to participate in the CASA after school program to supplement their English language learning and community integration.

c.) ELLs receiving service for four to six years are subject to the same programming, evaluation and instructional approaches described above, with the goal of gaining one proficiency level in each of the four modalities on the NYSESLAT; for example, an ELL with four years of service would be considered "on track" if he or she were to improve from beginner to intermediate in the reading and writing modalities and from intermediate to advanced in the speaking and listening modalities, and/or if his or her score indicated an overall gain from beginner to intermediate status from one academic year's NYSESLAT administration to the next. Target lists of students who are not "on track" are collaboratively composed in ESL department meetings and instructional interventions, often including

d.) Long-term ELLs are determined via the RYOS report and targeted for NYSESLAT and English skills support during an agreed-upon free period during the school day, or, if none is available and it does not interfere with Regents prep, credit recovery, etc, after school, in order to review the exam format and requirements, prior numerical scores in the four modalities and analyze for strengths and weaknesses, do practice questions compose mock responses and identify and hone the skills necessary to earn a proficient score on the NYSESLAT.

e.) Former ELLs are usually placed in general education classes, but may be programmed for co-taught content area classes for course availability purposes. However, they receive their extended time modifications on all state and school exams and are placed in testing locations that are scheduled for time and a half with proctors who are ESL teachers. They also have dual language dictionaries at their disposal.

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

Instruction programs used with ELL-SWDs include Reading Plus (literacy) and IXL (numeracy). Instructional strategies include cloze passages, pre-reading and a school-wide initiative focusing on systems of annotation. Grade level materials used with ELL-SWDs include translations and teacher-adapted texts selected with an eye on the CCLS text ands, with language and comprehension supports added, such as vocabulary lists and definitions, supplemental visuals, graphic organizers to guide composition and unit or lesson subtopics, summative learning experiences that focus on student choice, alternative learning exposition (visual, oral, performance) and real-life applications (in keeping with the CCLS). These strategies and materials provide access to interdisciplinary academic content by giving ELL-SWDs access to the same content material and information as their general education classmates. In addition, they accelerate English language development by

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

DreamYard is flexible with regard to ELL-SWD scheduling, curriculum and instruction in that all teachers of ELL-SWDs collaborate in various group settings to determine strengths and challenges, appropriate approaches and access to available resources. In order to achieve IEP goals, the Special Education department maintains and provides accurate IEP information to all teachers of SWDs, in addition to coaching and co-teaching ICT classes. They share, via Google docs, strategies and materials to be incorporated into classes with SWDs and ELL-SWDs in order to provide support where they are unavailable for co-teaching. In addition, ESL teachers are regularly present at IEP meetings in order to negotiate strategies and participate in the composition process. In order for ELL-SWEDs to attain English proficiency, SpEd teachers meet with ESL teachers in SIT meetings to discuss target students and appropriate the above strategies for literacy progress in order to make sure that students are receiving materials in English that they can access for both content and skills. Both departments also devise testing strategies workshops to help ELL-SWDs attack Regents, Common Core Learning Tasks and the NYSESLAT exam in practice sessions prior to test administration. This is achieved in the least restrictive environment by ensuring that ELL-SWDs are built with a majority of co-taught/ICT classes with a balance of ELLs, SWDs and general education students, with self-contained ESL and special education classes usually comprising no more than 300 minutes per week. ELL-SWD strategies are also often extended to all members of the class, in order to universalize and diversify entry points and options for demonstrating learning.

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:			

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

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

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

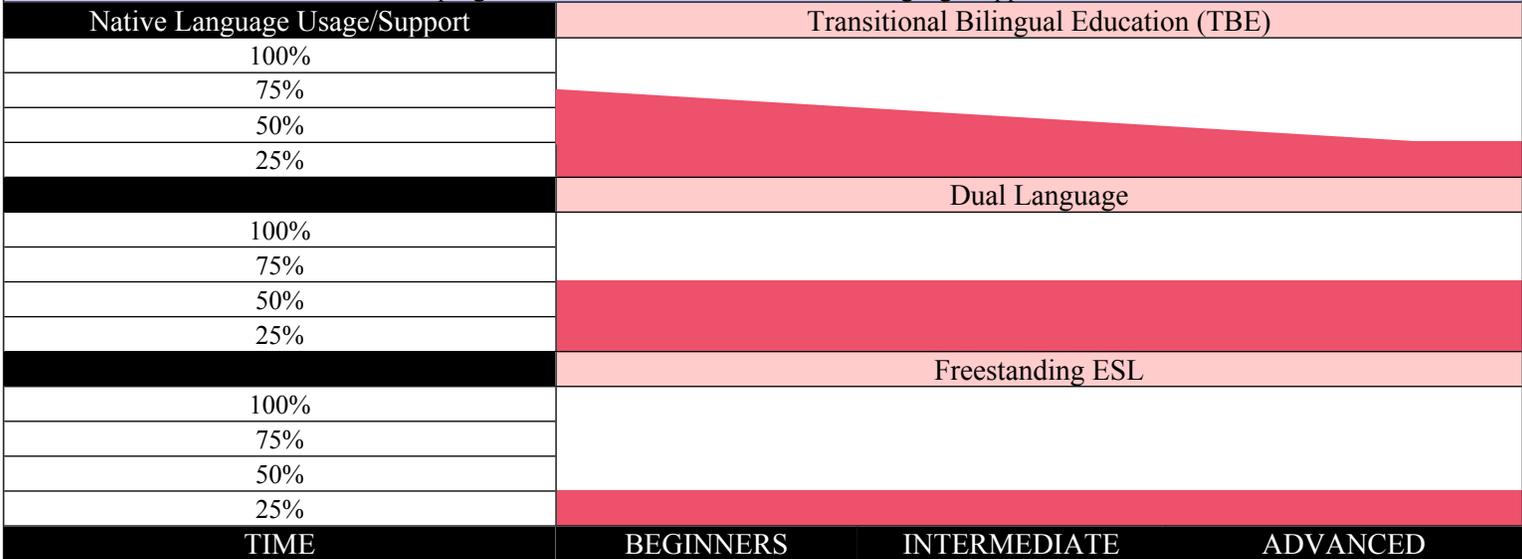
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Targeted interventions for ELLs in the subject areas begin with an analysis of individual scores on NYSESLAT modalities to determine strengths and weaknesses in language proficiency. Classwork, informal observations, Interim Assessment and unit assessment data and feedback from all teachers of each ELL are also considered when constructing an intervention plan. After this review, ESL teachers, content-area teachers, SPED teachers, Student Intervention grade teams (SIT teams: groups of 6-8 teachers working within one grade level to develop comprehensive intervention plans for students whose promotion is in question/danger) and, on occasion, parents may request reconsideration of a student's schedule in order to have him or her more appropriately placed in an ESL co-taught class or a SPED ICT class. Additional results of this review may include placement in a supplemental after-school Regents preparation or credit recovery series, an invitation to the CASA program, or the addition of an ESL Skills [remedial] class to the student's course load if his or her schedule permits. Less often, DYP students who qualify for Small Group Instruction (SGI) are required to attend once-weekly meetings with a content-area teacher (sometimes co-taught with an ESL teacher) in their targeted subject area, but this intervention is not specific to ELLs and may not be available to beginner ELLs who cannot access a significant amount of the content without an ESL teacher.

Regents prep, credit recovery and SGI are available in each of the content areas, and students are mandated to attend based on numerical grades, credit accumulation, and anecdotal performance input from teachers and SIT teams. CASA is an invitation-only program focusing on cross-curricular literacy skills and strategies, which also offers a supplemented Global History Regents prep section taught by an ESL teacher. Regents prep and credit recovery are offered on a rolling basis each semester.

SIFE and newcomer ELLs who are credit deficient and/or are determined to be in need of intervention in one or more content areas are invited to Regents prep/credit recovery with a content-area teacher and/or an ESL teacher two days per week for a total of three hours after school or on Saturdays for four hours each for eight weeks. ELL-only ELA prep sections are organized by grade and proficiency level, with ninth and tenth grade beginners and low-intermediates grouped in one section and eleventh and twelfth grade high-intermediates and advanced ELLs in another. ELLs whose proficiency levels do not match these grade categories are placed on a case-by-case basis after careful consideration by the ESL department. Additionally, Global History Regents prep is offered by an ESL teacher as part of the CASA program. Math and science Regents prep and credit recovery are offered by content-area teachers with planning modifications made by ESL teachers upon request. Additionally, ESL teachers are available for before-, during-, and after school office hours to assist ELLs with any challenges they come across with independent work and study.

Former ELLs, long-term ELLs, advanced ELLs who are placed in mainstream English classes are already considered to be in need of intervention and, if they are credit deficient or have not passed the English Regents, are scheduled for ELL-only ELA Regents prep/credit recovery. They are the most eligible ELL candidates for SGI, as they have often developed enough proficiency to benefit from the content meetings even when they are not led by an ESL teacher. Depending on their Regents and transcript status, if their after school schedule permits, they may also be invited to attend the CASA program for additional literacy support.

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

The current program is by and large considered to be effective by the DreamYard staff, parents and ELLs themselves, due to the flexibility and wide range of tools and methods employed to ensure ELLs' English acquisition, academic success and community integration. In 2012, 14 ELLs scored "proficient", 15 ELLs gained one proficiency level and 1 ELL gained two proficiency levels on the NYSESLAT exam. The vast majority of ELLs averaged a 10-point gain in each of the modalities. Additionally, credit accumulation across grades and sub populations has been on a general incline at DreamYard, indicating that ELLs are earning credit in grade level classes at the same rate as mainstream and native English speaking students.

Because DreamYard teachers are organized into a variety of groups and teams that focus on the strengths and challenges of different subcategories of students, and because those teams are heterogeneous in their input sources (they include staff and support personnel from different content areas, SPED, ESL, guidance and administration), ELLs and ELL-SWDs are targeted by and receive support and modifications from multiple angles in each of their learning environments. Because the administration conducts several professional development meetings for rolling out scaffolding, close reading and multiple entry point strategies,

and because ESL team members are actively included and actively participate in co-planning, SIT teams, SGI and supplemental course offerings, ELLs have the benefit of appropriate and supportive instruction in all of their classes, whether they are co-taught by an ESL teacher or not, while still meeting and usually exceeding the mandated number of ESL minutes for their proficiency level each week. Additionally, ESL teachers, content area teacher and support staff alike are sources of advocacy for DreamYard's ELLs and foster personal relationships that create a comfortable and safe learning environment that is appreciated by the student body and the parents and guardians, as indicated by the strong majority of positive responses on the 2012 School Learning Environment Survey.

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

For the upcoming school year, new programs and improvements include the implementation of a school-wide reading strategy and marker plan, remedial ESL Writing and Skills classes replacing remedial history writing classes, and the development and implementation of a student work sample review protocol for the ESL department, which aims to help ESL teachers effectively use their assessments to inform instruction and align it more closely to the Common Core Standards.

The school-wide reading strategy is based on an empirically-researched reading intervention plan created and implemented at a school with similar demographics to DreamYard's student body and achievement record. The plan was presented at DreamYard's first staff meeting of the 2013-14 school year via a close reading of an article detailing the steps and goals of the program. SIT teams and content-area departments discussed modifications to the program for DreamYard's specific student population and are in the process of developing standard display and instructional materials (posters indicating the strategies and markers to be used, for example "Marker: Students will formulate an opinion based on the text and support it with specific text-based evidence, Strategy: Annotate for evidence by underlining relevant facts, circling key words and explaining connections in the margins"; graphic organizers, rubrics and procedural checklists to be incorporated into planning and lessons). This plan is meant to promote close-reading, annotation and self-evaluation as second-nature literacy practices for all DYP students. The ESL department has made changes to some of the language of the materials to increase accessibility to ELLs (future modifications will include related instructional materials available in students' home languages).

ESL Writing and Skills classes have been formed at the intermediate and advanced level to support and prepare ELLs and former ELLs for the increasing literacy demands as they are promoted to the upper grades, as well as the requirements of the Regents Exam and the Common Core. To ease the transition, ELLs who are determined by guidance and the ESL department (based on prior grades and credit accumulation, Regents and NYSESLAT scores and teacher feedback) to be in need of remediation are placed in one of these classes according to their proficiency. They then receive 2-3 hours of explicit literacy skills instruction each week in addition to their self-contained ESL and/or mainstream ELA classes. These classes are part of their regular schedules during school hours and employ CALLA strategies as well as school-wide initiatives to increase reading comprehension, exercise critical thinking skills and develop argumentation and composition mechanics in a high-rigor but low-stakes learning environment.

The review of student work as a tool in determining the effectiveness of both instruction and assessment is a primary focus of developing practice for the 2013-14 school year. The ESL department uses the Harmony Education Center's Learning from Student Work Protocol to select, discuss and reflect on samples and make decisions based on the findings in order to hone best practices and create more accessible and aligned instruction for ELLs.

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

Programs and services for ELLs that will be discontinued include the use of Achieve3000 software as part of an additional Title III extra-curricular program, the programming of remedial history writing classes and the double-blocking of the self-contained beginner ESL class. DreamYard will not be holding its Achieve3000 class due to poor attendance to the first period daily session and a lack of engagement and significant gains from three semesters of its use, in addition to the reallocation of funds toward the CASA program and related supplies and instructional materials that are more aligned with school-wide and departmental goals. Remedial history writing classes will no longer be offered as significant improvements in essay writing and scores on the US and Global History Regents were not demonstrated after four semesters of programming; instead, programming has been changed to the ESL Writing and Skills classes previous discussed. Finally, the beginner ESL class has been changed from two daily 47-minute periods to a single 60 minute daily period, with the remaining mandated minutes being distributed among co-taught content area classes, due to a change in from 47 minute periods to 60 minute periods; administration and the ESL department met and agreed that 120 minutes of uninterrupted ESL instruction would be detrimental to ELL's concentration and would detract from the flexibility of their schedules should classes need to be added to their course loads (as is often the case with newcomers and

upperclassmen who arrive with incomplete or credit-deficient transcripts).

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

ELLs are afforded equal access to all school programs as a result of the programming policies upheld at DreamYard, as well as the advocacy of ESL teachers and guidance personnel who are well-versed in ESL compliance and the Chancellor's Regulations. All ELLs receive the same or equivalent content instruction as their mainstream counterparts, as ensured by the collaboration of license content-area teachers with ESL teachers in co-taught classes, with the addition of ESL and native-language support where necessary and effective.

After school and supplement programs including Regents Prep, credit recovery, night school, Saturday Academy, CASA and extracurricular/DreamYard Community clubs are available to all ELLs provided that they are eligible for participation in the appropriate and available section (determined by their proficiency level and credit accumulation) for academic programs, and good standing status with teachers as discussed on SIT teams for extracurricular activities.

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

Instructional materials used to support ELLs across proficiency levels and subgroups include a standard set of Common Core aligned literacy based graphic organizers developed and published by DePaul University (available in both English and Spanish, the primary home language at DreamYard), texts chosen with an emphasis on culturally-responsive criteria ("A Tree Grows in Brooklyn" by Betty Smith, selected for the theme of the American Dream which has an implicit connection with the themes of immigration and assimilation that are prominent in the lives of many ELLs; "This is How You Lose Her," written by Dominican author Junot Diaz who is well-known in our primarily Dominican community and garners a high level of interest and engagement with ELLs), accompanying nonfiction texts in both English and home languages to build background knowledge, frontload and contextualize lessons in both self-contained and co-taught classes that introduce new concepts, and versions of texts selected by content area teachers that have been modified via translation into home languages, altered formatting, addition of a graphic organizer format or checklist, or supplemented with home language vocabulary keys and summaries.

Technology used includes a dedicated ESL laptop cart with 25 Macbook Pros exclusively for ELL use, online essay mapping software that provides graphic organizers, cited evidence search tools, and add-ons like synonym buttons and proofreading tools for a 21st century approach to supplementary writing scaffolds, and the integration and regular use of student @dreamyard.com email addresses and Google Drive accounts for assignments and student-teacher communications into academic like at our school.

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

As DreamYard only offers an ESL program at this time, native language support is offered and adjusted according to the needs of each classes and sometimes the needs of individual or small groups of ELLs. It is the policy of the ESL department to regard native language support as part of a Gradual Release model of language acquisition and instruction, such that newcomers, beginners, SIFE and struggling ELLs may receive up to the allotted 25% of their support in the form of materials and directives translated into their home language at the beginning of a school year or course of study. This ensures that content knowledge is accessible and the student remains engaged and confident in both the teacher's ability to tailor instruction and in his or her own ability to perform at the expected level of rigor. However, as these ELLs become familiar with classroom procedures, expand Tier 1 and Tier 2 English vocabulary and learn comprehension and analysis strategies during the progression of the course, it is expected that native language support will diminish from full text translations to supplemental vocabulary lists and summaries and finally to minimal infrequent translations upon request. Congruently, while written and verbal responses in the native language will be accepted toward the beginning of the course, beginner ELLs will be expected and encouraged on a timeline appropriate to their language learning, assessment performance and developing proficiency, to compose and volunteer responses in English, eventually with minimal reliance on the home language to convey ideas and evidence.

To encourage a community atmosphere of diversity, respect and mutual appreciation, home language is an important part of cultural activities and experiences designed to supplement content material, such as those planned for the CASA program, in order to provide the students with a welcoming place to demonstrate cultural pride, communicate in the way that is most comfortable to them and teach others about their home language without detracting from English acquisition during class time. Socialization in the native language during free time, assisting the teacher by translating words and phrases for peers and taking lecture notes or making ungraded annotations in the native language are also acceptable, as they do not interfere with language learning and maintain native language skills and vocabulary as English is acquired.

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

ELLs' ages and grade levels inform choices about services, support and resources with regard to credit accumulation, Regents scores, the four-year graduation goal and achieving proficiency on the NYSESLAT.

Beginners who arrive at DreamYard from the home country in ninth grade are assigned a course load that will allow them to achieve or exceed the mandated 540 ESL minutes while earning the number and breadth of credits appropriate to all ninth graders in New York for a graduation date with their cohort year if they remain on track. Beginners who arrive at DreamYard having already earned enough high school credits to be programmed as an upperclassmen (eleventh or twelfth grade), may be programmed for two self-contained ESL classes simultaneously in order to satisfy the mandated minutes and offer accelerated English language learning to earn a satisfactory score on the Comprehensive English Regents, gain at least one proficiency level on the NYSESLAT and keep up with rigorous academic material in content-area classes in order to graduate with the cohort into which they matriculated.

Similarly, advanced ELLs in upper grades who have already taken and passed the self-contained Advanced ESL class may be programmed for a mainstream ELA class in order to hone their language skills alongside native English speakers. In addition, ESL teachers use their discretion to determine where on the continuum between explicit and intensive support and the provision of scaffolds independently employed by the student are appropriate at the upper grade levels and with older ELLs, especially for those with whom there is a risk of having to consider alternative programming (YABC, GED pursuit) if credit and skills deficiencies are not rectified within the allotted timeframe. The ESL department cooperatively makes decisions about budget, supplies and technology on a case-by-case basis to determine where resources can be focused in order to best help ELLs achieve success; there is no prescribed ranking of priority ELL subgroups at this time.

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

Newly enrolled ELLs are assisted before the beginning of the school year through New Student Orientation and outreach by DreamYard's pupil accounting secretary, parent coordinator and guidance department. One or more of these sources initiates the initial interview at the time of enrollment and provides relevant logistical information about scheduling, transportation, policies and procedures, and answers questions regarding the same. The New Student Orientation allows students to walkthrough the halls and classrooms at DreamYard, meet some of their new teachers and classmates and become familiar with the learning environment and community of which they are now a part. At the same time, parents are informed via the initial interview and ELL Parent Orientation of the outline of services in our ESL program so that they can provide support and reassurance to their children before the first day of school.

ELLs who arrive during the course of the academic year meet with their guidance counselor and the teacher of their self-contained ESL class after enrollment to acquire this information, ask questions and express concerns. If their parents are unable to participate in an individual orientation at the time of enrollment, another ELL Parent Orientation is organized after school hours to provide the information and assist in filling out the necessary paperwork so that their child can transition as smoothly as possible.

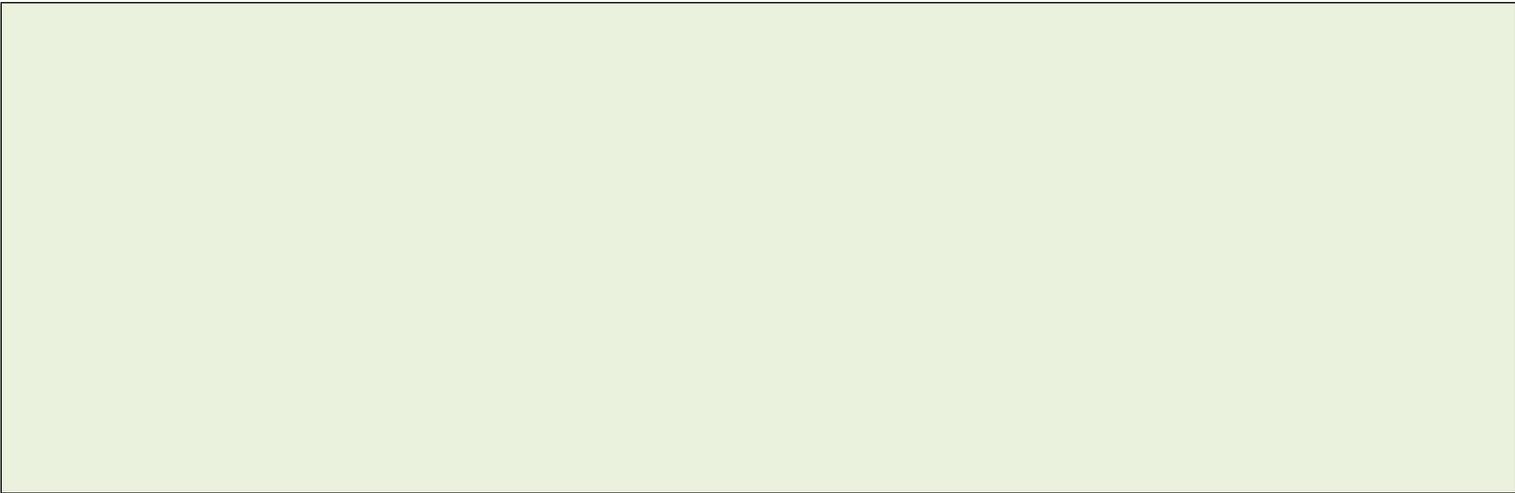
18. What language electives are offered to ELLs?

ELLs who are on track and have room in their schedules may opt to take Spanish, AP Spanish or English Creative Writing as electives in their course loads. These electives are graded and weighted the same way as content area classes and meet between three and five times per week. The Spanish courses are taught by a dually-certified bilingual ESL teacher, while the Creative Writing class is taught by a certified English teacher.

19. For schools with dual language programs:

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

Not applicable as DreamYard does not have a Dual Language Program.



C. Professional Development and Support for School Staff

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

1.) Professional development plans for the ESL department are made collaboratively at the department meetings. At this time, OELL offerings are periodically discussed and ESL teachers may volunteer to attend a PD and report her learning to the department or possibly the entire staff. Alternatively, the CFN support representative or, on occasion, the principal may request that one or more ESL teacher attend a particular PD for the purpose of learning and reporting back to the staff. Each ESL teacher attends between one and three off-site ELL-specific PDs per semester, either individually or in combination. At least two ESL teachers attend the borough NYSESLAT training PD prior to the test's administration and debrief about procedures and changes to the exam at the following department meeting. Additionally, the DreamYard administration and/or the DreamYard Project periodically provide on-site training on ELL-specific topics that are available to the entire staff.

2.) Professional development around the Common Core Learning Standards is provided after school and on site by DreamYard's administration and the CFN. Opportunities for DreamYard's ESL teachers to pursue off-site PD on ELL-specific Common Core topics are also available, and two of them attended a comprehensive conference at NYU at the end of the 2012-2013 school year in order to familiarize the department with the new standards and their application to ELLS. It is expected that teachers will document the PD and house copies of any materials provided in the files in the dedicated ESL classroom for future reference.

3.) In order to facilitate teachers in assisting students in the transition from middle to high school, DreamYard employs school wide literacy strategies initiatives and study skills protocols (S.L.A.N.T., annotation system, strategies and markers plan, standard questioning and discussion techniques across disciplines and grade levels such as Think-Pair-Share or Brain Bounce) aimed at making new and higher-level material more accessible and productive for ELLs, while providing teachers with concrete protocols for increasing student accountability and self-monitoring of their own learning from eighth the ninth grade level and beyond.

The ESL department also assists content area-teachers and support staff in developing programming and instruction that evolves academic English acquisition and practice from rote memorization of teacher-designed procedures and formats and reliance on a specific set of lower-level scaffolds (which are sometimes used as stepping stones in grades prior to high school) to critical thought-based practices and scaffolds selected and modified by the student him- or herself (such as designing his or her own graphic organizer to arrange lecture notes or compose an essay, or composing his or her own chapter outline of a difficult text in order to distinguish relevant from non-relevant information). These strategies are sometimes explained via short presentations performed at staff meetings or on-site Chancellor's PD days.

Additionally, community based motivational initiatives (such as DreamYard Bucks for students who demonstrate our core values of scholarship, character and artistry, and our "We are the school because..." and "I am a relentless learner because..." personal identity campaigns) in which both students and teachers participate also seamlessly welcome new ninth graders into the community fold and foster buy-in that eases the transition to high school level expectations for both teachers and students.

4.) The minimum 7.5-10 hours of ELL training for all staff and special education pedagogues are provided at DreamYard through a combination of 1-1.5 hour on-site PDs conducted throughout the school year by the administration or a network support person on ELL-specific topics such as Common Core Aligned Writing for ELLs and Reading and Rigor for ELLs. As an alternative to or in combination with these offerings, staff may seek their own ELL-focused PD offsite and submit it to the administration for approval before attending. Important information is documented, materials are put on file and both are made available to the rest of the staff for future reference.

D. Parental Involvement

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

1.) ELL Parent involvement has seen an influx at DreamYard since the start of the CASA program at the beginning of the 2012-2013 school year. At that time, all parents of DreamYard ELLs were invited to enroll in a weekly 1.5 hour adult ESL class after the student CASA session. A core group of approximately 10 parents attended regularly to learn and practice English language acquisition and discuss strategies for supporting their children in learning English and succeeding in school. During the 2013-2014 school year, the parent CASA class has been reintroduced and a regular group of 14 parents attend for similar purposes, with the addition of a technology component in which the ESL teacher also instructs parents on how to use laptops for e-mail, word processing, internet research and checking their children's grades, attendance and anecdotal behavioral logs via Skedula, DreamYard's online grade book. CASA will also hold scheduled free outings for cultural enrichment (Broadway shows, museum trips) and community building purposes this year in an effort to engage more parents.

Parents of ELLs are also invited to the ELL Orientation meeting scheduled after school at the beginning of each semester and on an as-needed basis during the year. Invitations are mailed home and given to students to take home, and refreshments, paperwork assistance and a Q & A are provided to encourage attendance. 18 parents attended the September 2013 Orientation.

Parents of ELLs are also encouraged to attend parent teacher conferences via a targeted call list composed by the ESL department based on students who are prioritized as needing additional support at home in order to succeed behaviorally, academically or both. Parents who are not able to attend parent teacher conferences are invited by the dean and/or the ESL teacher(s) to attend an individual conference at an agreed upon time during or after school hours. At this time, a plan will often be developed for how to further effectively communicate between school and home to keep the student in question on track. If a parent cannot report to DreamYard at all, ESL teachers make and log calls home to conduct parent discussions and provide contact information so that parents can reach them at their necessity.

2.) The DreamYard Project organization holds community events to which parents are invited, provides a grant that allows us to employ a full-time college advisor who guides students and parents through the college application and enrollment process, and provides additional support as needed. However, it does not provide workshops for parents at this time.

3.) Parent needs are evaluated through analysis of the Parent Survey, as well as through the recommendations of the School Leadership Team (SLT). In addition, our parent coordinator and dean of discipline maintain constant communication with the parents of students from all of our various target populations in order to assess the needs, preferences and cooperative capacities of individual parents in our community. ESL teachers reach out to parents at their discretion for positive reinforcement or to report and discuss solutions for academic or behavioral challenges, and they field communications at the request of any concerned parent. To a degree, the parent response to Learning Environment survey informs our efforts to develop in areas they've deem to be in need of improvement. Finally, Parent-Teacher Conferences provide us with valuable insight into individual parent and student circumstances and allow us to create a cooperative approach that meets the needs of ELLs and their parents simultaneously.

4.) These activities address the needs of ELLs' parents by providing them with multiple avenues to communicate questions and concerns and varied sources of information about their child's performance and options. They also increase parents' confidence in the competence and effectiveness of DreamYard's offerings and instruction by demonstrating our unwavering willingness to reflect and reevaluate our problem solving and student advocacy approaches. The Parent Survey provides us with written documentation of what parents are choosing for their children and gives them reassurance that their voices are heard and registered, while the SLT makes considerations for those voices as they pertain to current and relevant issues at DreamYard. Communications between parents and the ESL teachers, parent coordinator and dean maintain open lines of communication for maximum responsiveness to the changing needs of our ELLs and their parents.

E. Additional Information

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

Paste response to question here:

School Name: DreamYard Preparatory School

School DBN: 09X329

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alicia Wargo	Principal		1/27/14
N/A	Assistant Principal		1/27/14
Maritza Rosa	Parent Coordinator		1/27/14
Alexandra Rodriguez	ESL Teacher		1/27/14
	Parent		1/27/14
Naomi Pharr/ESL	Teacher/Subject Area		1/27/14
Idanesa Then-Maldonado/ESL	Teacher/Subject Area		1/27/14
Pablo Schelino	Coach		1/27/14
	Coach		1/27/14
Melanie Vasquez	Guidance Counselor		1/27/14
	Network Leader		1/27/14
Nakia Perkinson	Other <u>Guidance Counselor</u>		1/27/14
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x329 School Name: Dreamyard Preparatory High School

Cluster: 04 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.

1. Parents are given a home language form to fill out when the student is registered at the school for the first time.
2. Parents have an entry conversation with a guidance counselor, ESL coordinator, social worker or pupil personnel secretary. A parent's home language or preferred language of communication is discussed and logged at this time.
3. Student LAB-R results are analyzed and discussed in the ESL department meetings

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.

1. 65% of our families speak Spanish at home.
2. A small percentage, around 5% speak French at home
3. The rest of our students: around 30%, speak English at home
4. This was reported to our school community at a staff meeting and at a parent association meeting.

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.

1. All documentation home will be translated to Spanish and French. Spanish translation is done on site by our school secretary or parent coordinator and French is done through an online translation service.

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.

1. Translation services for Spanish-speaking parents are provided by our Bilingual Parent Coordinator, School Aide, Guidance Counselor, or Pupil Personnel Secretary.
2. Our Bilingual Phys-Ed Teacher provides translation services for our French-speaking parents.
3. For parent-teacher conferences, translation services are provided by an outside vendor.
4. We use an outside vendor for one of our parents, who is deaf.

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>.

1. All documents sent home will be translated into the home languages of our parents.
2. On-site translators will be provided for all of our Spanish and French-speaking parents.

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		

