



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**09x329**

**School Name:**

**DREAMYARD PREPARATORY HIGH SCHOOL**

**Principal:**

**ALICIA WARGO**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Dreamyard Preparatory High School School Number (DBN): 09x329  
School Level: High School Grades Served: 9-12  
School Address: 240 E 172<sup>nd</sup> Street, Bronx, NY 10457  
Phone Number: 718-410-4242 Fax: 718-410-4312  
School Contact Person: Xiomara Delgado Email Address: xdelgado@dreamyard.com  
Principal: Alicia Wargo  
UFT Chapter Leader: Ryan Moore  
Parents' Association President: Noris Lopez  
SLT Chairperson: Tara Ryba  
Student Representative(s): Franchesca Contreras, Mmatchi Dimoriaku

**District Information**

District: 09 Superintendent: Carron Staple  
Superintendent's Office Address: One Fordham Plaza, Bronx, NY, 10458  
Superintendent's Email Address: cstaple@schools.nyc.gov  
Phone Number: 718-741-5852 Fax: 718-741-7098

**Cluster and Network Information**

Cluster Number: 04 Cluster Leader: Christopher Groll  
Network Number: 411 Network Leader: Elyse Doti

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alicia Wargo	*Principal or Designee	
Ryan Moore	*UFT Chapter Leader or Designee	
Noris Lopez	*PA/PTA President or Designated Co-President	
Joseph Hill	DC 37 Representative, if applicable	
Mmatchi Dimoriaku Franchesca Contreras	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ana Sandoval	Member/ parent	
Carmen Mercelino	Member/parent	
Fatoomata Samateh	Member/parent	
Tara Ryba	Member/teacher	
Barbara Scott	Member/teacher	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.                 </li> </ul>	

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The 2014-15 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.

As a community, all of our instructional practices, community norms and socio-emotional support structures are aligned to our overall goal of making our students **Life-Ready**. These practices are broken down into the following 3 major goals of the 2013-14 School Year:

**GOAL 1. ACADEMIC LIFE-READINESS: To design Life-Ready Tasks aligned to CCLS that are executed at the end of every unit that drive daily instruction and provide opportunities for self-reflection and feedback.**

**SCEP Alignment for Goal 1:** *By June of 2015, all teachers will produce 8 units of study over the course of the year will be aligned to CCLS and provide access for all (Tenets 3.2, 3.3 and 3.4)*

*By June of 2015, all students will experience summative, CCLS-aligned Life-Ready Tasks at the end of every unit that provide multiple entry points for all learners, including SWD and ELLs. These tasks will inform daily instruction. (Tenets 4.2 and 4.3)*

*By June of 2015, teachers will participate in weekly PDs that are aligned to each school goal of Life-Readiness: Academic, Socio-Emotional and College and Career. (Tenets 2.2, 2.3, 2.4 and 2.5)*

**GOAL 2. SOCIO-EMOTIONAL LIFE-READINESS: To build a stronger school culture of tolerance, acceptance, and diversity**

**SCEP Alignment for Goal 2:** *By June of 2015, Yearly Attendance will increase from 81% rate in 2013-14) to 83% (Tenets 6.2, 6.3 and 6.4)*

*By June of 2015, teachers will participate in weekly PDs that are aligned to each school goal of Life-Readiness: Academic, Socio-Emotional and College and Career. (Tenets 2.2, 2.3, 2.4 and 2.5)*

**GOAL 3: COLLEGE AND CAREER LIFE-READINESS: Ensure that all students have an articulated Life-Plan that is started in 9<sup>th</sup> Grade and gets refined each academic year.**

**SCEP Alignment for Goal 3:** *By June of 2015, increase Graduation Rate from 44% (rate in 2013-14) to 54% (Tenets 5.2, 5.3 and 5.4)*

*By June of 2015, teachers will participate in weekly PDs that are aligned to each school goal of Life-Readiness: Academic, Socio-Emotional and College and Career. (Tenets 2.2, 2.3, 2.4 and 2.5)*

### **Professional Collaborations:**

**Partnerships:** Effective Partnerships are a true strength of the school, and the principal leverages partnerships consistently and effectively to help our community achieve our school goals and promote student engagement and achievement.

1. DY Prep's lead partner is **Dreamyard Project**, which gives the school \$250,000 to underwrite its Arts Programming, which allow students to major in an arts discipline in their junior and senior years, attend field trips and live performances, perform on stage at a variety of venues throughout the city, and be exposed to professionals in the field. **Dreamyard Project** also supports the school by paying the salaries of our Digital Learning Coordinator and Life-Ready Coordinator, which helps us infuse technology into the school and support our seniors as they transition from high school to the next stage of their lives. They also underwrite our International Travel Program, and paid for our students to travel to Amsterdam, Barcelona and Rome. Dreamyard supports our school-wide core value of Artistry.

2. **New Settlement:** Provides the school with a full-time, on-site college counselor who runs a Senior Seminar Class designed to support seniors with the college application process, organizes college trips, provides a SAT Prep built into the school day, facilitates college process applications for parents, and plans Career Days for students on every grade level. This partnership will help us achieve our goal of College and Career Life-Readiness

3. **CARA:** Provides the school with 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.
4. **Step Up:** Through money granted to the school by OSYD, this partnership provides the school with 4 Social Workers who meet with students exhibiting signs of chronic absenteeism on a bi-monthly basis in individual and group settings. This is to increase our overall attendance, as well as is aligned to our Core Value of Character.
5. **Parsons School of Design:** 10 DY Prep teachers are currently participating in a Digital Learning Portfolio Project with Parsons School of Design. In this project, each teacher has chosen one class where students will create a Digital Learning Portfolio. The teachers meet once a month after-school to share their work and track their progress with a team of educators from Dreamyard Project, our CBO Partner, and faculty from Parsons School of Design. Two of the teachers have chosen ICT classes to participate in this project. This partnership helps support our school-wide goal of Career and College Life-Readiness.
6. **The Moth:** The Moth provides us with an after-school program where students tell stories of their lives. Over half of the students in this program are students with IEPs. This program supports us in our core values of Artistry and Character.
7. **Fordham University:** Dreamyard has a partnership with Fordham University to provide the school with student teachers to help us form a pipeline of new teachers. This Spring, 3 of our classes will have student teachers. It is our plan that this partnership will help us recruit and retain new teachers that are in line with our belief systems of how children learn best.

#### **School Strengths:**

- Strong socio-emotional support system for students that include the use of Circles as a strategy to build community and address conflict
- Collaborative staff that works together to meet the needs of students
- Establishes partnerships to meet the needs of students and families
- Clear instructional focus on Life-Readiness that is understood and supported by all stakeholders
- Strong student voice and student leadership at the school
- Regents scores increased in 4 of the 5 academic subject areas from 2012-13 to 2014-15. ELA and Math experienced a 10% increase in each area
- Strong structural support for teachers which include frequent observations by administrators and colleagues, assigned mentors within the school

#### **Areas of Improvement:**

- Chronic absenteeism at the school needs to decrease
- Overall attendance needs to increase
- Graduation rate, while it increased from 33% in 2012-13 to 44% in 2013-14, needs to increase in order to meet citywide averages
- Credit accumulation from 9<sup>th</sup> grade to 10<sup>th</sup> grade needs to increase
- Need to support SWDs and ELLs more strategically to push student achievement
- Instructional practices need to be consistently implemented across all classrooms
- Parent involvement in all areas of the school needs to increase

#### **DTSE Tenets made the most progress in 2013-14:**

##### **Tenet 2: School Leader Practices and Decisions**

*Evidenced by:*

- Strong Instructional Focus of Life-Readiness
- School Leader made strategic hiring decisions, which included hiring an Assistant Principal, Culture Coordinator, and Life-Ready Coordinator to support school goals
- School leader established a regular cycle of observation and feedback, followed by Professional Development to support teachers

##### **Tenet 5: Student Social and Emotional Developmental Health**

*Evidenced by:*

- Training over 60% of staff in the implementation of Circles
- Using Circles to address conflict, build community, and as a vehicle for classroom instruction
- Improvement of Advisory structure to address student social-emotional needs
- Weekly Support Services and SIT (Grade Team) Meetings focused on addressing student needs

#### **DTSE Areas of Focus:**

##### **Tenet 6: Family and Community Engagement**

*Plan to:*

- Hire a new Parent Coordinator
- Conduct Workshops identified by a Parent Survey
- Creation of the We are the School Committee that includes teachers, students and parents to address school-wide issues
- Use Parent Engagement time to reach out to parents for both positive reinforcement and issues of concern
- Communicate regularly with parents around upcoming events/issues/etc involving the school

Tenet 4: Teacher Practices and Decisions

*Plan to:*

- Support teachers in creating Life-Ready Tasks through PD, sharing of best practices
- Focus on the Lowest Third/ELLs/SWD while designing unit plans and Life-Ready Tasks
- Track progress of all students including the Lowest Third/ELLs/SWD in Departments and SIT (Grade) Teams

### 09X329 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	342	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	2	# SETSS	2	# Integrated Collaborative Teaching
				15
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	10	# Drama
				7
# Foreign Language	3	# Dance	5	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	80.0%	% Attendance Rate	80.5%	
% Free Lunch	75.4%	% Reduced Lunch	0.6%	
% Limited English Proficient	23.8%	% Students with Disabilities	19.4%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.6%	% Black or African American	31.6%	
% Hispanic or Latino	63.8%	% Asian or Native Hawaiian/Pacific Islander	1.2%	
% White	0.9%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.51	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	17.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	9.38	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	57.3%	Mathematics Performance at levels 3 & 4	56.4%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	80.2%	% of 2nd year students who earned 10+ credits	58.5%	
% of 3rd year students who earned 10+ credits	57.1%	4 Year Graduation Rate	43.5%	
6 Year Graduation Rate	63.0%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

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Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
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% of 3rd year students who earned 10+ credits	57.1%	4 Year Graduation Rate	43.5%	
6 Year Graduation Rate	63.0%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

### 09X329 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	342	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	2	# SETSS	2	# Integrated Collaborative Teaching
				15
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	10	# Drama
				7
# Foreign Language	3	# Dance	5	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	80.0%	% Attendance Rate	80.5%	
% Free Lunch	75.4%	% Reduced Lunch	0.6%	
% Limited English Proficient	23.8%	% Students with Disabilities	19.4%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.6%	% Black or African American	31.6%	
% Hispanic or Latino	63.8%	% Asian or Native Hawaiian/Pacific Islander	1.2%	
% White	0.9%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.51	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	17.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	9.38	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	57.3%	Mathematics Performance at levels 3 & 4	56.4%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	80.2%	% of 2nd year students who earned 10+ credits	58.5%	
% of 3rd year students who earned 10+ credits	57.1%	4 Year Graduation Rate	43.5%	
6 Year Graduation Rate	63.0%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

### 09X329 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	342	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	2	# SETSS	2	# Integrated Collaborative Teaching
				15
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	10	# Drama
				7
# Foreign Language	3	# Dance	5	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	80.0%	% Attendance Rate	80.5%	
% Free Lunch	75.4%	% Reduced Lunch	0.6%	
% Limited English Proficient	23.8%	% Students with Disabilities	19.4%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.6%	% Black or African American	31.6%	
% Hispanic or Latino	63.8%	% Asian or Native Hawaiian/Pacific Islander	1.2%	
% White	0.9%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.51	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	17.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	9.38	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	57.3%	Mathematics Performance at levels 3 & 4	56.4%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	80.2%	% of 2nd year students who earned 10+ credits	58.5%	
% of 3rd year students who earned 10+ credits	57.1%	4 Year Graduation Rate	43.5%	
6 Year Graduation Rate	63.0%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

### 09X329 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	342	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	2	# SETSS	2	# Integrated Collaborative Teaching
				15
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	10	# Drama
				7
# Foreign Language	3	# Dance	5	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	80.0%	% Attendance Rate	80.5%	
% Free Lunch	75.4%	% Reduced Lunch	0.6%	
% Limited English Proficient	23.8%	% Students with Disabilities	19.4%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.6%	% Black or African American	31.6%	
% Hispanic or Latino	63.8%	% Asian or Native Hawaiian/Pacific Islander	1.2%	
% White	0.9%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.51	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	17.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	9.38	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	57.3%	Mathematics Performance at levels 3 & 4	56.4%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	80.2%	% of 2nd year students who earned 10+ credits	58.5%	
% of 3rd year students who earned 10+ credits	57.1%	4 Year Graduation Rate	43.5%	
6 Year Graduation Rate	63.0%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

### 09X329 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	342	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	2	# SETSS	2	# Integrated Collaborative Teaching
				15
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	10	# Drama
				7
# Foreign Language	3	# Dance	5	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	80.0%	% Attendance Rate		80.5%
% Free Lunch	75.4%	% Reduced Lunch		0.6%
% Limited English Proficient	23.8%	% Students with Disabilities		19.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.6%	% Black or African American		31.6%
% Hispanic or Latino	63.8%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	0.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.51	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		17.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		9.38
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	57.3%	Mathematics Performance at levels 3 & 4		56.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	80.2%	% of 2nd year students who earned 10+ credits		58.5%
% of 3rd year students who earned 10+ credits	57.1%	4 Year Graduation Rate		43.5%
6 Year Graduation Rate	63.0%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

### 09X329 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	342	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	2	# SETSS	2	# Integrated Collaborative Teaching
				15
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	10	# Drama
				7
# Foreign Language	3	# Dance	5	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	80.0%	% Attendance Rate	80.5%	
% Free Lunch	75.4%	% Reduced Lunch	0.6%	
% Limited English Proficient	23.8%	% Students with Disabilities	19.4%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.6%	% Black or African American	31.6%	
% Hispanic or Latino	63.8%	% Asian or Native Hawaiian/Pacific Islander	1.2%	
% White	0.9%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.51	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	17.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	9.38	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	57.3%	Mathematics Performance at levels 3 & 4	56.4%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	80.2%	% of 2nd year students who earned 10+ credits	58.5%	
% of 3rd year students who earned 10+ credits	57.1%	4 Year Graduation Rate	43.5%	
6 Year Graduation Rate	63.0%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

### 09X329 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	342	SIG Recipient
				No

Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	2	# SETSS	2	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	10	# Drama	7
# Foreign Language	3	# Dance	5	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.0%	% Attendance Rate		80.5%	
% Free Lunch	75.4%	% Reduced Lunch		0.6%	
% Limited English Proficient	23.8%	% Students with Disabilities		19.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.6%	% Black or African American		31.6%	
% Hispanic or Latino	63.8%	% Asian or Native Hawaiian/Pacific Islander		1.2%	
% White	0.9%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.51	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		17.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		9.38	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	57.3%	Mathematics Performance at levels 3 & 4		56.4%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	80.2%	% of 2nd year students who earned 10+ credits		58.5%	
% of 3rd year students who earned 10+ credits	57.1%	4 Year Graduation Rate		43.5%	
6 Year Graduation Rate	63.0%				
Overall NYSED Accountability Status (2014-15)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		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 (2012-13)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				

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

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

### Part 1 – Needs Assessment

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

**Strengths:**

**According to DTSDE Review:**

- Well-defined PD Schedule in relationship to school goals
- School provides opportunities for collaborative meetings for teachers focused on developing Unit Plans aligned to CCLS
- School Leader collects and monitors unit plans
- School provides opportunities for Cross-curricular activities in classes

**Areas of Improvement:**

**According to DTSDE Review:**

- Inconsistent practices in classrooms to scaffold instruction to meet the demands of CCLS
- Inconsistent use of rubrics across classrooms
- Inconsistent use of feedback and next steps from teachers to students

### Part 2 – Annual Goal

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

By June of 2015, all teachers will have created 8 units of study aligned to CCLS that will contain multiple opportunities for feedback from teachers to students

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers submit unit plans on a monthly basis on Atlas and receive feedback from the Principal or Assistant Principal	All teachers	Sept 2014 June 2015	Assistant Principal and Principal
One professional development period a month will be devoted to addressing the needs of ELLs/SWD/the lowest third in relationship to the demands of CCLS and Life-Readiness	All teachers	Sept 2014 June 2015	Assistant Principal and Principal, Dept Heads
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	Department Heads	Sept 2014 June 2015	Assistant Principal and Principal, Dept Heads
Life-Ready Conferences, executed four times a year, will focus on parent understanding of our focus of Life-Readiness. Students will present work products at these conferences.	Parents	Sept 2014 June 2015	Grade Leaders, Principal, Parent Coordinator

**Part 4 – Resources Needed**

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

**Coaching:** The Principal and Assistant Principal follow a detailed observation schedule which alternates between coaching observations and evaluative informals/formals. 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. Teachers conduct inter-visitations in departments focused on departmental goals to push student achievement. All feedback is aligned to school goals and teacher goals set at the beginning of the year.

**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

**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

**Department Head Meetings:**

- 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*

**Observation Cycle**

- Principal and Assistant Principal observe targeted teachers on a weekly basis
- Principal observes all staff members a minimum of once a month
- All observational feedback is aligned to the Danielson Rubric
- Principal plans after-school PD or suggests inter-visitations based on observational data
- All teachers set goals aligned to Danielson at the beginning of the year. These goals are tracked in observations and re-visited and potentially revised mid-year.

**Departments**

- 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

**ICT Planning Meetings:** These meetings are scheduled into the school day for teaching teams to plan, reflect and adjust lesson and unit plans to ensure access for all learners. Teaching team are also given the option to meet and plan after-school as a team for per session.

**New Teachers:** New teachers are assigned a mentor from one of our more experienced teachers. The new teacher and the mentor meet once a week and observe each other at least once a week as a means of supporting their practice. All new teachers work closely with the Principal and Assistant Principal set goals and improve practice. New teachers meet weekly with the principal to discuss instructional strategies, unit planning, lesson planning and school-wide areas of focus

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	x	Title III		P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												
Contract for excellence money												

**Part 6 – Progress Monitoring**

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

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

**Mid-point Benchmark:**

All teachers will have 4 units of study in Atlas by the end of January 2015. This will be monitored on a monthly basis by Assistant Principal and Principal

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

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

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

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

**Part 1 – Needs Assessment**

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

**Strengths:**

**According to DTSDE review:**

- School leader has created a multi-level approach to sustain student social emotional health and academic success
- The school articulates and systematically promotes a vision for social and emotional developmental health
- The school leader has instituted formal and frequent opportunities for teacher and student support staff to work together and use of data to identify and to respond to student social and emotional developmental health needs

**Areas of Improvement:**

**According to School Quality Snapshot:**

- Graduation rate was 44%

**Part 2 – Annual Goal**

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

Graduation rate will increase from 44% in 2013-14 to 54% by June of 2015

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<b>Operation Graduation:</b> All staff members will “adopt a senior” where each staff member will be asked to check in with two seniors on a weekly basis to make sure they stay on track to graduate. This staff member will be responsible for contacting the student’s parents, making sure the student attends Regents Prep and make contact with the student’s teachers.	All 12 <sup>th</sup> grade students	Oct 2014 June 2015	Principal Entire staff
Workshops will be conducted for parents on the college application process, financial aid process, supporting your student to get him or her into college	12 <sup>th</sup> grade parents	Sept 2014 June 2014	College Counselor
All seniors will be programmed for a Senior Seminar Class to support students with the college application process, Regents support, discuss career options	All 12 <sup>th</sup> grade students	Sept 2014 June 2015	Principal, 12 <sup>th</sup> Grade Guidance Counselor
All off-track seniors will be programmed for Regents Prep classes, credit recovery classes, independent study so that students are given all possible opportunities to earn credits toward graduation and extra support to pass Regents	Off-track 12 <sup>th</sup> grade students, ELLs, SWD	Sept 2014 June 2015	12 <sup>th</sup> Grade Guidance Counselor

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p><b>Guidance Meetings with Principal</b></p> <ul style="list-style-type: none"> <li>• Meet weekly to analyze student data</li> <li>• Set target populations of students based on data</li> <li>• Set guidelines for focusing conversations around student</li> </ul> <p><b>Targeted Parent Meetings:</b> These include: Senior meetings, meetings with off-track students, ESL Parent Meetings, and meetings of overage students</p> <p><b>Progress Reports:</b> Distributed in Advisory every two weeks to inform students of progress in regards to classes and grades</p> <p><b>Translation services for parents:</b> All letters or information home is provided in both English and Spanish. The school paid for two Spanish and one French translator. When parents come in for meetings, bilingual members of our staff are used to provide translate for parents. School messenger is sent home in English and Spanish</p> <p><b>New Settlement:</b> Provides the school with a full-time, on-site college counselor who runs a Senior Seminar Class designed to support seniors with the college application process, organizes college trips, provides a SAT Prep built into the school day, facilitates college process applications for parents, and plans Career Days for students on every grade</p>

level. This partnership will help us achieve our goal of College and Career Life-Readiness

**Professional Development:** As part of our PD Calendar for the year, staff will participate in one PD a month aligned to our College and Career Readiness School Goal. During this time, staff will discuss progress of our current 12<sup>th</sup> grade cohort, and examine data for our subsequent cohorts of students to identify any off-track students. We also will discuss strategies for pushing College and Life-Readiness on Lower Grades

**Extended Learning Time Program:** As part of our ELT, seniors will be offered extra instruction in Math, ELA, Science and History to support off-track seniors in gaining the skills necessary to pass required Regents and classes that currently present barriers to graduation.

**Part 5 – Budget and Resource Alignment**

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

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

Contract for Excellence money

**Part 6 – Progress Monitoring**

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

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

**Mid-point Benchmark:**

- Based on Semester 1 credit accumulation data, 55% of students in our senior cohort will be on track to graduate on time in June. Grades are monitored by Principal, teachers and 12<sup>th</sup> Grade guidance counselor on a weekly basis on Skedula. Report cards will be printed out after every marking period and students will discuss grades with Advisors and adopted parents

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

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

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

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

### Part 1 – Needs Assessment

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

**Strengths:**

**According to DTSDE Review:**

- Strong Advisory Program that teaches students Core Character Values
- Use of Circles (training provided by OYSD) to support intellectual and physical safety of students
- Teachers use student data to adjust groupings and inform instructional practice
- SIT (Grade teams) meet to analyze student performance data across subjects

**Areas of Improvement:**

**According to DTSDE Review:**

- Inconsistent use of planning protocols across subjects that do not always include strategies for addressing the needs of subgroups
- Teachers provide inconsistent instruction to meet the needs of CCLS, limits students’ levels of inquiry, engagement and achievement

### Part 2 – Annual Goal

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

By June of 2015, all teachers will create summative, CCLS-aligned Life-Ready Tasks at the end of every unit that provide multiple entry points for all learners, including SWD and ELLs. These tasks will inform daily instruction.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<b>Professional Development:</b> As part of Professional Development for the year, teachers will meet in SIT (grade teams) once a month to give one another feedback on their end-of-unit, Life-Ready Task using a feedback protocol. Teachers will be given feedback on alignment to CCLS, entry points for SWD and ELLs and to our school goal of Academic Life-Readiness	All teachers	Oct 2014 June 2015	Principal Assistant Principal SIT (Grade Team) Leaders
<b>Intervisitations:</b> All Teachers will participate in weekly department meetings. Twice a month, all teachers in the department will participate in an inter-visitation of another department member. The inter-visitation will focus on the effective implementation of our school’s Academic Life-Readiness Goal. Teachers will use a inter-visitation protocol to debrief lessons, decide upon next-steps for instruction to increase CCLS and Life-Ready alignment	All teachers	Oct 2014 June 2015	Department Heads
<b>Frequent Coaching Cycles:</b> Principal, Assistant Principal, and teacher mentors will conduct frequent observations and feedback cycles to ensure alignment to CCLS, Life-Readiness and access for all learners. Teachers that are identified as in need of improvement in CCLS alignment will be observed frequently by Principal and Assistant Principal. All new teachers will be assigned a mentor from within the school.	1 <sup>st</sup> year teachers Teachers rated as Developing or Ineffective	Sept 2014 June 2015	Principal Assistant Principal Teacher mentors
<b>Life-Ready Conferences,</b> executed four times a year, will focus on parent understanding of our focus of Life-Readiness. Students will present work products at these conferences.	Parents	Sept 2014 June 2015	Grade Leaders, Principal, Parent Coordinator

### Part 4 – Resources Needed

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

#### 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
- Departments will conduct a minimum of 2 inter-vistations a month
- Meets weekly to LASW, discuss best teaching practices, design and analyze Interim Assessments, vertical alignment, plan units, lessons, and curriculum

**Strategic Programming:** To meet the demands of the Common Core, our classes are 60 minutes long. They meet 5 days a week and allow our students extended learning time to engage in extended reading and writing activities. All students are thoughtfully programmed for Arts Elective Classes in their 9<sup>th</sup> and 10<sup>th</sup> grade year, and major in one of 6 Arts Disciplines: Visual Art, Theatre, Dance, Music, Musical Theatre or Digital Media in their junior or senior years. All students are programmed for Advisory each year.

**New Teacher Mentors:** New teachers will be assigned a mentor from amongst the DY Prep staff. A weekly meeting will be put into their schedules.

**DY Prep Unit Plan/Lesson Plan Template:**

- Standard, UBD-based unit template used by all teachers to plan and organize full units of study designed around a big idea, central understandings, meaning and transfer and essential question(s).
- Teachers are asked to plan for Multiple-Entry points for Learners (see Life-Readiness meets the CC attachment) in all units and lessons
- Teachers all use a UBD-based Lesson Plan Template, aligned to the unit plan, which takes the needs of all learners into account (Multiple Entry Points)

**In SIT Teams (Horizontally):**

- **Lesson Study:** Teachers engage in a Lesson Study where teachers decide upon grade-wide strategies based on assessment data from teachers in the grade. Teachers then decide upon a teacher to observe implementing this practice. Teachers then bring low-inference data based on the observation to the SIT team meeting to debrief and improve practice
- **Life-Ready Task feedback:** Teachers will engage in feedback on Life-Ready tasks to ensure grade-wide alignment and language
- **Tracking Credit Accumulation:** Meet weekly to discuss and track target populations. Will adjust populations based on data. Conduct parent meetings with students on the target population to improve student achievement
- **Kid Talk:** Used by SIT teams to get direct feedback from students on school-wide and grade-specific practices

**Instructional Support:**

- Teachers provide opportunities for students to utilize various points of entry into the class curricula by way of translation, working in native language, graphic organizers, annotation techniques, exit slips, etc..
- Regular PD sessions are designed to address different areas of growth for teachers to better assist their students
- School principal carries out regular scheduled formal and informal observations of teachers to ensure that all teachers are unified in their lesson and unit planning as well as providing feedback for supporting all students
- School principal schedules regular meetings with teachers called BOY , MOY , EOY as a way to establish short term and long term goals, and support all learners in the classroom
- Departments and individual teachers use trackers to set goals
- All Teachers use Instructional Strategies aligned to CCLS in the classroom as Multiple Entry Points for all learners (see attachment, Life-Readiness meets the CC)
- All Professional Development is aligned to our school-wide goals, with specific strategies for teachers on unit planning to include all learners and specific instructional strategies to meet the needs of all students

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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

**Mid-point Benchmark:**

Students will have completed 4 Life-Ready, CCLS-Aligned Tasks by February in each of their academic classes. All teachers will have received feedback on each of their tasks from their colleagues.

This will be monitored by meeting minutes for each of the SIT teams.

Principal and Assistant Principal will give teachers feedback on their Life-Ready Task once a month when Unit Plan feedback is given

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

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

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

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

**Part 1 – Needs Assessment**

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

**Areas of Strength**

**According to DTSDE Review:**

- The school leader developed, with teachers and teacher leaders, a strategic plan and SMART goals aligned to the school’s vision of “making students life ready.”
- The school leader has reorganized programmatic, human, and fiscal capital resources to implement the strategic plan and SMART goals and to build a school community and culture that is focused on the implementation of the Common Core Learning Standards (CCLS).
- The school leader has developed and implemented a plan, aligned to the district’s APPR plan for frequently observing and providing actionable feedback on teaching practices throughout the school year. The team reviewed documents that included the current, updated “2013-2014 Instructional Observation Tracker” maintained by the school leader.
- The school leader has established systems and structures to examine and improve individual and school-wide practices

**Areas of Improvement:**

**According to Learning Environment Survey:**

- 13% of teachers disagree with the statement: My school has provided me with content support in my subject area

### Part 2 – Annual Goal

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

By June of 2015, all teachers will experience weekly professional development that is aligned to supporting the teachers in achieving the school’s goals of Academic, Social Emotional, and College and Career Life-Readiness. As a result, credit accumulation for Year 2 students will increase from 59% to 65%

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
CARA and New Settlement will provide coaching to staff around best practices for College and Career Life-Readiness. This coaching will result in the execution of Professional Development once a month around making students ready for college or a career.	All teachers Student Advisors	Sept 2014 June 2015	Assistant Principal
The network ESL Coach and Superintendent Talent Coach will provide to support to the school leader and ESL dept to design School-Wide PD to address the needs of English Language Learners across content areas	ALL teachers ESL teachers	Oct 2014 June 2015	Principal ESL Teachers
Staff members trained by OYSD in the facilitation of Circles and Restorative Conferencing will lead/help facilitate monthly PDs around Social Emotional Development	All teachers Support staff members	Sept 2014 June 2015	Principal
Parents will be invited to monthly We are the School Committee to assist in planning and facilitation of School Wide Events aligned to the school’s goal of Socio-Emotional Life-Readiness	Parents, All staff	Sept 2014 June 2015	Principal WATS Committee team leader and members

### Part 4 – Resources Needed

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

**CARA:** Provides the school with 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

**New Settlement:** Provides the school with a full-time, on-site college counselor who runs a Senior Seminar Class designed to support seniors with the college application process, organizes college trips, provides a SAT Prep built into

the school day, facilitates college process applications for parents, and plans Career Days for students on every grade level. This partnership will help us achieve our goal of College and Career Life-Readiness

**Professional Development:** The school has weekly PD after school for teachers on areas of practice aligned to Danielson Indicators that will help us achieve our school goals. These areas are identified based on analysis of teacher observation data, unit plan feedback, and teacher reflection. Recent PD topics include: *Pre-Reading Strategies, Effective Unit Planning, and Increasing Student Engagement*. Additionally, all staff-wide PDs are aligned to each of our school goals in the areas of *Academic Life-Readiness, Socio-Emotional Life-Readiness, and College and Career Life-Readiness*.

**We are the School Committee Meetings:** These meetings happen once a month after-school and involve parents, teachers, the principal and students. The topic of discussion at these meetings are planning events that will support our school-wide goals of *Academic Life-Readiness, Socio-Emotional Life-Readiness, and College and Career Life-Readiness*

**Additional Conferences for Key Staff:** Staff are invited to participate in Educational Professional Development around issues of Race, Social Justice and Restorative Practices. Conference fees are paid by the school to support our *Socio-Emotional Life-Readiness Goal*.

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

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

**Mid-point Benchmark:**

By February of 2015, 65% of Year 2 students will have earned 5 or more credits in the first semester. Principal will run course pass rates at the end of each marking period. Teachers that have not earned a pass rate of 70% or higher will have individual conferences with the Principal and put given extra coaching support.

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

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

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

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

### Part 1 – Needs Assessment

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

**Areas of Improvement**

**According to DTSDE review:**

- While the school leader has established regular communication channels with students and families, the school has provided limited information to parents about the school’s expectations for student academic achievement
- While the school staff uses a range of multiple tools to communicate with families about school and student issues and concerns, some of methods do not meet the needs of all families represented at the school.
- There is no formal, written plan for promoting and providing training to parents on how parents can support student success in academic and social and emotional developmental health.
- The school does not consistently share data with families in ways that increase families’ understanding of the data

### Part 2 – Annual Goal

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

By June of 2015, through partnering with parents, overall attendance will increase from 81% in 2013-14 to 83% in 2014-

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Step-Up will start meeting with students identified by Grade Teams and attendance data as at risk or exhibiting signs of chronic absenteeism. Meetings with students will happen on a bi-monthly basis, both during and after-school	Students that are at risk for chronic absenteeism	Oct 2014 June 2015	Assistant Principal
Parent Workshops will be offered around issues impacting attendance. Parent meetings for students with chronic attendance issues with Social Worker, Guidance Counselor and Teachers	Parents of students exhibiting signs of chronic absenteeism	Oct 2014 June 2015	Members of the Attendance Team, Parent coordinator
Parent Coordinator will develop and implement a comprehensive plan around how to foster conversations and communications with the families regarding high expectations for student academic achievement, requirements for graduation, and information about post-secondary planning as well as provide strategies and tools focused on student learning and development.	All parents	Jan 2015 June 2015	Parent Coordinator
PD on best practices for establishing communication and working with parents will be provided to staff twice a semester	All staff	Sept 2014 June 2015	Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p><b>New Parent Meeting:</b> Principal meets prior to the first week of school with parents of incoming 9<sup>th</sup> graders or other new students.</p> <p><b>Beginning Year PD, Staff Meetings, Word in the Yard, Department Meetings, Guidance and Support Staff meetings:</b> These are used to regularly communicate high expectations to staff and give explicit instructions on how staff can turn-key these expectations to students</p> <p><b>Grade-Wide Meetings after every Marking Period:</b> Principal conducts grade-wide meetings after every marking period to share out grade data regarding on-track and off-track students, allows students to brainstorm systems for supporting one another, and roll out targets for student achievement by grade. On-track students are acknowledged and celebrated</p> <p><b>Student Parent Conference:</b> In addition to the DOE-scheduled Parent/Teacher Conferences, SIT teams, Guidance</p>

Counselors, Social Workers and the Parent Coordinator meet regularly with parents to share data and discuss long-term and short term goals for students

**Targeted Parent Meetings:** These include: Senior meetings, meetings with off-track students, ESL Parent Meetings, and meetings of overage students

**Dataation:** 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

**Monthly letters home to Parents:** Translated documents sent home once a month to share out important dates and information about the school

**College-Readiness Workshops for Parents:** Financial Aid, Applying to college, supporting your student in going to college are facilitated by our College Counselor with the support of New Settlement

**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

**Teacher call log:** Teachers call home for information sharing on student progress and achievement. Teachers log calls and share with principal and members of the SIT team

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.												

**Part 6 – Progress Monitoring**

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

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

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

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

Parent Coordinator will start doing home visits to parents of students with chronic absenteeism  
 Plans have been made to hire a part-time Attendance Teacher  
 Teachers will start taking attendance in Skedula and calling homes of parents of students that are late, absent or cutting class  
 At the recommendation of the Renewal School Visit, DYP is planning to purchase alarm clocks for students coming late to or missing school  
 Parent Coordinator created a phone calling tree where parents call and support other parents around getting students to school on time every day



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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students reading below grade level	Interactive readings online adjusted to Lexile Level through Reading Plus Program in 9 <sup>th</sup> grade classes: 70 students Reading Plus Program for ESL students: 30 students Reading Plus Program for 10 <sup>th</sup> graders: 25 students	Small group and one-to-one	During the day
<b>Mathematics</b>	Students below proficiency (Level 3) on most recent Math assessment	Kahn Academy: Online Math program to support students 150 students total in 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grades	Small group and one-to-one	During the day and after-school
<b>Science</b>	Students that have failed the Living Environment Regents at least once	Repeated readings, writing assignments 20 students in 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grades	Small group	After-school
<b>Social Studies</b>	1. Students that have failed the Global Regents at least once  2. Students that have failed the US Regents at least once	1. Repeated readings, writing assignments  2. Repeated readings, writing assignments	1. Small group  2. Small group	1. During the day  2. After-school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	1. Students with mandated counseling  2. Students exhibiting signs of chronic absenteeism	1. small group or individual counseling  2. small group or individual counseling	1. small group or individual counseling  2. small group or individual counseling	1. Before school, during school or after-school 2. During school or after-school

## Section 7: Expanded Learning Time (ELT) Program Description

*(Required for All Priority Schools)*

**Directions:** Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

### Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

### Part 2 – ELT Program Description

**Part 2a.** Identify the target population(s) to be served by the ELT program.

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

5. Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
6. Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
7. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
8. Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
9. Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

1. After-School Arts Program known to re-engage students that have disengaged from school will happen 4 days a week from 3:00 to 5pm. These offerings include: Animee Class, DJ Class, Theatre Class, Poetry Slam, Book Club, and Visual Arts After-School.

2. The school also partners with The Moth which gives students opportunities to engage in story-telling.

3. The school has also created a Mouse Squad this year where students explore technology and learn graphic design skills as well as practical skills of how to repair computers and other technology.

4. There is a Rainbow Road club that meets twice a week during the student's lunch period that targets youth from our LGBT community that are at risk of feeling bullied or dropping out.

5. The Principal teaches a Leadership Class twice a week in the morning before the regular school day. Students in this class serve as mentors to students that have been identified by their teachers as in need of additional academic and behavioral support.

6. The Principal also facilitates a homework club for off-track seniors that is run by members of the Leadership Class.

7. Step Up, a partnership through OYSD and NYU, meets with students exhibiting signs of chronic absenteeism bi-monthly after-school.

8. All ELLs will receive 2 additional hours of instruction per week in English through a program called CASA. All students testing with Lexile Reading Scores below grade level will receive an additional English Skill Building Class.

**Part 2c.** Is the ELT program voluntary or compulsory?

Voluntary

x

Compulsory

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

**Part 3 – ELT Program Implementation and Oversight**

**Part 3a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

1. The program is supervised by the Principal and Assistant Principal on alternating days. Teaching Artists, provided by Dreamyard Project, classroom teachers, staff from the Moth, social workers from Step Up (NYU) facilitate the program.  
 2. 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.  
 Mouse Squad provides training to our teachers on best practices using technology.  
 Step Up has 4 Social Work Interns come to the school to run counseling groups after-school.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

We need to pay staff per session for organizing and facilitating the program.  
 School day is extended for students participating in the program until 5pm.  
 Funding from OYSD pays for the Step Up Program  
 Dreamyard Project helps underwrite the After-school Program

**Part 3c.** Timeline for implementation and completion, including start and end dates.

September 2014: Planning meetings with all partners, Students are identified for the program  
 October 2014: Program begins  
 January 2014: Students receive credit for participating in Semester 1 of the program  
 June 2014: Program ends

**Part 4 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	<b>21<sup>st</sup> Century</b>	x	<b>Tax Levy</b>	x	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	x	<b>Title III</b>		<b>PTA Funded</b>	x	<b>Grants</b>		<b>School Success Grant</b>		<b>In Kind</b>

List below any additional fund sources that will be utilized to support achievement of the goal.

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

**Mid-point Benchmark:**

85% of students participating in the program will earn .5 to 1.5 credits by January 2015  
 80% of students participating in Step Up program will show increased attendance by January 2015

Attendance rates will be analyzed twice a month  
 Credit accumulation rates will be examined after every marking period

**Part 5b.** Complete in **February 2015.**

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

## Section 8: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>10. Targeted interview process</li> <li>11. Targeted professional development; on-site and off-site</li> <li>12. Department and SIT team scheduling of students</li> <li>13. ICT planning meetings</li> <li>14. Teacher mentors from staff to new teachers</li> </ul>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>3. Targeted network support</li> <li>4. Off-site ELL PDs</li> <li>5. Off-site PDs around Behavioral support/socio-emotional development</li> <li>6. PDs geared toward Vocabulary Development</li> </ul>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

services, etc.).

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

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

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

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

---

### Parent Involvement Policy (PIP) Template

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

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC) Template**

**[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

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

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

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

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

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

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

<b>Part A: School Information</b>	
Name of School: <u>Dreamyard Preparatory High S</u>	DBN: <u>09X329</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: 0

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 supplemental direct instruction program implemented at Dreamyard Prep is the CASA program, CASA stands Community Arts Study Achievement in which select ELLs—primarily newly admitted immigrant students—are invited to attend a weekly class the consists of 1.5 hours of instruction and a half our of social engagement in order to facilitate community building, accumulate credit and develop literacy skills that will supplement their classroom learning and assist them in passing standardized exams and reaching graduation with the rest of their cohort.

As an ESL department, we identify newly-immigrated and target ELL students who would benefit from the extra instructional time and the opportunity to earn an extra elective credit and invite those students in each of our leveled, self-contained ESL classes who have been selected via a letter of introduction and a permission slip/contract. This slip must be signed by both the student and the parent to demonstrate willingness to adhere to school and program policies and to provide consent for after-hours study.

The CASA program began October 1st 2014. Students are placed in beginner, intermediate or advanced level literacy classes, or in a global regents preparation class, depending on their NYSESLAT modality scores, transcripts, and Regents scores. They meet once a week on Wednesday from 3:30 pm-5:30 pm. CASA program will continue through the end of the school year in June. The program provides culturally-responsive, English-only instruction to approximately 30 regularly-attending Dreamyard ESL students from grades 9-12 at all levels of language proficiency (the majority are recently-arrived beginners), Together with the parents of students enrolled in the program, CASA teachers take students on monthly trips around New York City aimed at increasing social awareness, community accountability and immersion in American culture.

The ESL Department will also add a beginner/advance and intermediate level book club, and Regents Prep which will meet once weekly for an hour (tentatively, Thursdays from 3:30-4:30). Readings will be selected with regard to the Common Core-appropriate grade bands texts. The book club will provide supplementary reading instruction, strategy development and English language acquisition to approximately 10-15 ELLs selected by the Dreamyard ESL department.

Teachers involved in the CASA program include all of the ESL teachers at Dreamyard Preparatory School. Each of the three teachers holds a NYS ESL Certification. One of the teachers also holds and additional certification in Secondary Education in Spanish as a Foreign Language. Materials needed for the CASA program include the following: reading materials for the leveled literacy classes and the book club; 10

### Part B: Direct Instruction Supplemental Program Information

iPADS for the students to use for documenting, writing and editing their essays in addition to using them for the Regents prep website to study for the Global and US regents; 30 spanish english dictionaries; art supplies for the culminating activities at the end of the units (such as markers, glitter, glue, stock paper, laminator and laminator sheets; transportation expenses for the trips that will be scheduled every two months at the end of the units.

### 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:

We will do three continuing professional development workshops throughout the year for the CASA program. Research shows that an inspiring and informed teacher is the most important related factor influencing students achievements, so it is critical to pay close attention on how we train and support both new and experienced educators. These professional development workshops will help us to improve our instruction for the ELLS. We will meet on the second Thursday of each month of January, March and May for one hour from 4:30pm to 5:30 pm. Each ESL teacher will take turns facilitating the presentations. Topics that will be covered include the following: #1 "How To Close The Achievement Gap for ELLs". #2 "Best Strategies That Could Be Used In The Content Area Classes That We Are Using in the CASA Program". #3. "Refine and Reflect: How Does Data Drive Our Intructions For ELLs". The PDs will be open to the ESL teachers participating in the CASA Title III progarm as well as the adminstrator in charge.

### 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:

Parent engagement of newly immigrated and returning ELLs at Dreamyard Preparatory School is also encompassed by the CASA program. Following the student program on Wednesday evenings from 5:30-7:30 pm, parents are invited via written notification to an Adult ESL class that focuses on developing English language literacy and computer skills, including accessing our online gradebook ,Skedula, in order to be able to participate more efficiently in their child's education, understand their transcripts and other records and help them meet the requirements for graduation and lifelong success. Admission

**Part D: Parental Engagement Activities**

to the class is rolling, and CASA welcome new parents each week. As of October 30, we have 15 regularly-attending parents enrolled in the class. This session is taught by Idanesa Then, who is ESL and Spanish as a Foreign Language Certified in NYS. This program runs concurrently to the CASA program and will continue once weekly through the end of the 2014-2015 school year.

**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"> <li>Per session</li> <li>Per diem</li> </ul>	_____	
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>9</b>	Borough <b>Bronx</b>	School Number <b>329</b>
School Name <b>Dreamyard Preparatory School</b>		

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

Principal <b>Alicia Wargo</b>	Assistant Principal <b>N/A</b>
Coach <b>Pablo Scheline (CFN Liason)</b>	Coach
ESL Teacher <b>Alexandra Rodriguez</b>	Guidance Counselor <b>Melanie Vasquez, Nakia Perkins</b>
Teacher/Subject Area <b>Naomi Pharr/ESL</b>	Parent
Teacher/Subject Area <b>Idanesa Then-Maldonado/ESL/Spa</b>	Parent Coordinator <b>Maritza Rosa</b>
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.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>358</b>	Total number of ELLs	<b>78</b>	ELLs as share of total student population (%)	<b>21.79%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
self-contained										2	1	1	1	5
Push-In										2	2	2	0	6
<b>Total</b>	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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	45	9	2	19	5	0	14	0	3		78

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>45</b>	<b>9</b>	<b>2</b>	<b>19</b>	<b>5</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>3</b>	<b>78</b>
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
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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

**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
<b>TOTAL</b>	<b>0</b>	<b>27</b>	<b>30</b>	<b>6</b>	<b>15</b>	<b>78</b>								

## 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
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	<b>0</b>	<b>23</b>	<b>29</b>	<b>11</b>	<b>15</b>	<b>78</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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:**

- 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 [AMAO 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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- 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 master 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 the 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 indentify 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-SWDs 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 **

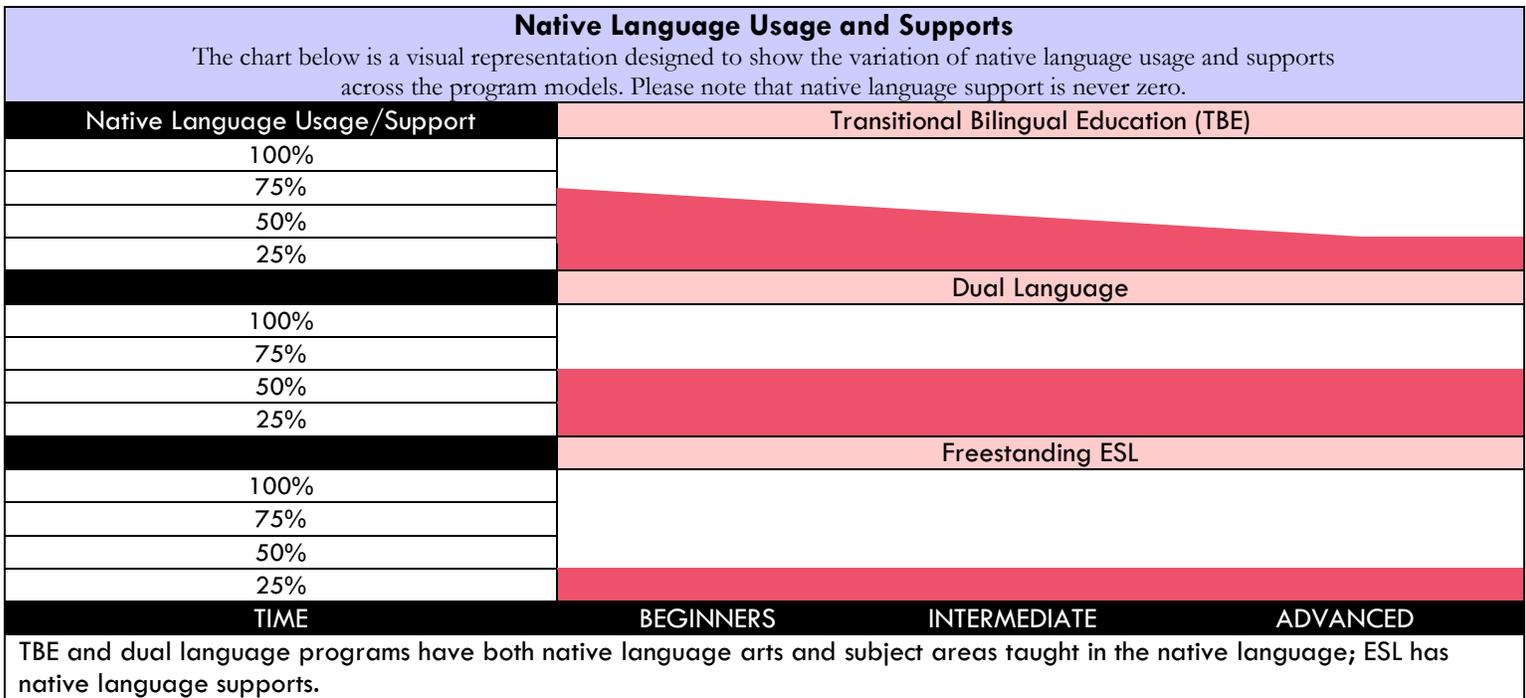
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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:

## **Part VI: LAP Assurances**

**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**

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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

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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.