



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

09X329

School Name:

DREAMYARD PREPARATORY SCHOOL

Principal:

ALICIA WARGO

Renewal School Comprehensive Educational Plan (RSCEP) Outline

Section 1: School Information Page

Section 2: Executive Summary and Organizing Principles

Section 3: School Leadership Team (SLT) Signature Page

Section 4: Renewal School Narrative

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Expanded Learning Time (ELT)

Section 7: Community School Description

Section 8: Academic Intervention Services (AIS)

Section 9: Title I Program Information

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Dreamyard Preparatory High School School Number (DBN): 09X329
Grades Served: 9-12
School Address: 240 East 172nd Street Bronx NY 10457
Phone Number: 718-410-4242 Fax: 718-410-4312
School Contact Person: Nydia Jimenez Email Address: njimenez@dreamyard.com
Principal: Alicia Wargo
UFT Chapter Leader: Ryan Moore
Parents' Association President: Malikya Bryant
SLT Chairperson: Tara Ryba
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Maria Gonzalez
Student Representative(s): Mmatchi Dimoriaku
Sean Fletcher Junior
CBO Representative: _____

District Information

District: 9 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza Bronx NY 10458
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Room 841
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-7776

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) 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.

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs and Renewal Committees are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Alicia Wargo	*Principal or Designee	
x	Mika Burns	*UFT Chapter Leader or Designee	
x	Malikya Bryant	*PA/PTA President or Designated Co-President	
x	Nydia Jimenez	DC 37 Representative (staff), if applicable	
x	Maria Gonzalez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
x	Cintha Pages	Community School Director (staff)	
x	Mmachi Dimoriaku	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x	Sean Fletcher Junior	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x	Tara Ryba	Staff/ SLT Chairperson	
x	Aunita Grant	Staff	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Harvey Ford	Parent	
x	Susan Gragirene	Parent	
x	Ruth Alvarez	Parent	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Dreamyard Preparatory High School has 20% ESL students, 20% Students with Disabilities, 18% Students in Temporary Housing, 19% Overage Students. 36% of Dreamyard's entire school population is comprised of over-the-counter students, which arrive after the school year has started. There are several students that overlap categories. Our students have a variety of learning needs that range from reading below grade level to language acquisition to mathematical deficiencies. Some of our students have barriers that prevent them from attending school that include: needing to work to support their families, attending appointments with parents or caregivers that do not speak English, historical disengagement with school, having children of their own, and social-emotional difficulties directed related to poverty.

At Dreamyard Preparatory High School, we believe that students learn best when they are engaged in learning activities aligned to our school's mission of making students **Life-Ready**. Life-Readiness means:

- Students are ready for a meaningful career, whether that means going to a college or a technical or trade school.
- Students have the social-emotional skills necessary to help them navigate challenging situations, difficult emotions and adversity.
- Students believe that they can become successful adults
- Students genuinely care about other people and want to contribute to society in a meaningful way

We 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**.

In considering the Framework for Great Schools and our school goals for 2014-15, Dreamyard Prep made the most progress in the areas of: Collaborative Teachers, Supportive Environment, and Trust. The following structures were put in place:

- Shared core values/character posted in every classroom and re-enforced through Character awards given every semester at school assemblies. In addition to the three core values, our school continuously focuses on our Life Ready tasks around character values such as perseverance, empathy, relentlessness, responsibility, self-discipline and respect. Students are offered the opportunity to engage with these values in the units that are implemented across disciplines, which has increased a sense of school community.
- Establishing a culture of restorative justice (circles) to promote high behavioral expectations focused around our core/character values as well as teach and learn what it means to be a community member, which has provided skills to

deal with conflict resolution, decreased overall incidents of conflict and the need for administrative disciplinary measures.

- Life Ready Tasks are a standards-aligned culminating event/project that is a part of every unit at our school. Life Ready Tasks require students to engage with the unit of learning and apply it to real life skills necessary to be successful in the real world and that connect to one of our primary school goals of life readiness. An example of a Life Ready Task is a Socratic Seminar. Socratic Seminars represent a school initiative that all instructors have embraced as a strong Life Ready Task in which students engage in a dialogue anchored in evidence and research; primarily student run. This has created school-wide consistency across contents and student ownership over his/her education.
- Life-Ready Conferences, wherein the student is made responsible for communicating his/her progress to parents/guardians--onus is placed on the students and has encouraged self reflection and ownership of academic progress and prepared students for the life ready task of self advocacy.
- Biannual college tours (per grade) that have encouraged college/career readiness and engaged students in future behavioral expectations.
- Students in the arts programs are required to participate in biennial Arts wherein students showcase the work they have been creating in their respective arts classes to the rest of the school community and families. These Sharings have shown students that they are expected to learn how to present their work in a professional manner, demonstrate growth over time, become familiar with public speaking, and stresses the responsibility of collaborating in an ensemble.
- Grade teams implement biannual "Kid Talk," heterogeneous panels of students that are asked questions specifically designed to adjust teacher practice and improve DYP culture. Students demonstrate an ownership over the DYP community and recognize that they are major contributors to DYP culture.
- Leadership Class: The principal teaches a Leadership Class two mornings a week where she meets with a group of students representative of all grade levels. Student Leaders use this class to plan and facilitate community-building activities. Student Leaders in this class also serve as mentors to students in the 9th and 10th grades that have exhibited signs of being off-track. Student Mentoring happens once a week where mentors meet with their mentees to discuss their academic and behavioral progress and provide additional support with difficult assignments.
- Monthly Assemblies: The school conducts monthly assemblies around one of our Core Character Values of Empathy, Responsibility, Respect, Self-Discipline, Perseverance and ambition. Students are integral in planning these events.
- We Are The School Committee (SLT): We changed the name of our SLT to "We Are The School Committee" in order to promote parent and student involvement. The team meets once a month to discuss school-wide initiatives and events, and is comprised of students, parents, teachers, and support staff. The team meets in the circle room, a space designated for restorative circle work. We sit in a circle during our meetings and utilize a talking piece. These changes have improved parent and student involvements in school-wide initiatives. Some of the events that the We Are The School Committee have conducted this school year are a Day of Appreciation, a school-wide Thanksgiving-style feast, as well as coordinating our first Parent/Teacher Conferences, which we call "Life Ready Conferences." During these events, the team creates school-wide circles that all students participate in. Sometimes these are conducted in advisories, sometimes we divide students into cross-grade groupings, but during school-wide celebrations, all students participate in community-building circles at the same time. Some of these circles have included icebreaker games, collaborative art projects, and discussions about where we come from and who we are. These school-wide events have improved school culture and family involvement, as some students and parents have been attending meetings throughout the year.
- Life Ready Classes: We changed the name of Advisory this year to Life-Ready Classes. These classes meet twice a week. This time is used for Circles, homework support, and implementation of our college and career curriculum.
- School-wide Celebrations and Circles: We identify days/themes throughout a semester to promote community-building and student voice. Student Leaders help to plan and facilitate these days. On these days, we have a school-wide

Circles where each Life-Ready Class participates in a Circle written by students, our dean, or members of the We are the School Committee. Recent themes have included: Day of Diversity, Day of Appreciation, Day of Solidarity, Community-Building Day

- The Dean has begun to implement a Fairness Committee comprised of students to help facilitate our school's Restorative Justice Practices.

Impact:

- Suspensions decreased from 87 in 2012-2013 to 63 in 2013-2014. Our current number of suspensions is 25.
- Year 2 credit accumulation is on track to be 72% in the 2014-15 school year from 59% in the 2013- 2014 school year
- 60% of students are on track to graduate by August 2015, which will be our biggest graduating class in the history of the school
- On the 2013-2014 Learning Environment Survey, 92% of parents agree or strongly agree with the statement: "My child's school has high expectations for my child." "My school helps keep my child on track for college, career, and success in life after high-school."

Of the three goals listed above in our categories of **Life-Readiness** , the only goal that we are not on track to achieve is increasing our daily attendance. As part of our Renewal Plan, increasing attendance will become one of our top priorities.

The areas of The Framework for Great Schools that remain the most challenging to us are: Rigorous Instruction and Strong Family-Community Ties, although we are making progress in each of these areas.

In order to build upon the 2014-15 Instructional Focus of Life-Readiness and to increase student achievement in all grade levels, DY Prep's Instructional Focus for 2015-16 will be: **If teachers design authentic, CCLS-aligned life-ready tasks and lessons, then student work products will reflect rigorous thinking and a deep understanding of how to develop and defend arguments across disciplines.**

In order to implement DY Prep's instructional focus for the 2015-16 School Year, the following structures of support are in place:

- Common Planning Time for teachers across Grade Levels
- Weekly Department and Grade Team Meetings focused on Strategic Inquiry
- All Grade Teams using Writing as Thinking/Strategic Inquiry as a Method of increasing literacy levels across our school community
- Math and Science teachers participating in STEM Program support
- Professional Development focused on developing Rigorous Thinking
- Professional Development for ELA and Math Teachers in implement the Engage NY Curriculum

in order to improve in our family and community ties, DY Prep is in the process of becoming a Community School with Counseling in Schools as our Lead Partner. Dreamyard Prep is working closely with Counseling in Schools to increase family and student support, which will directly impact our daily attendance. The following structures of support are in place:

- Mentors for at-risk students
- Workshops for families on nutrition, finance, supporting your child through high-school
- College Workshops for our families and students
- We are the School Committee with members from all stakeholder groups
- Weekly counseling session for students that are exhibiting signs of chronic absenteeism

In addition to Counseling in Schools, DY Prep partners with the following outside organizations to support students and families in our community:

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

Extended Learning Time opportunities for the 2014-15 School Year included:

After-School Arts Program known to re-engage students that have disengaged from school happened 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 Moth which gave students opportunities to engage in story-telling.
3. The Mouse Squad ran a program where students explored technology and learn graphic design skills as well as practical skills of how to repair computers and other technology.
4. A Rainbow Road Club that meets twice a week during the student's lunch period that targets youth from our LBGT community that are at risk of feeling bullied or dropping out.
5. The Principal taught 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 facilitated 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, met with students exhibiting signs of chronic absenteeism bi-monthly after-school.
8. All ENL students received 2 additional hours of instruction per week in English through a program called CASA.
9. All students testing with Lexile Reading Scores below grade level received an additional English Skill Building Class.

09X329 School Information Sheet

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, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p><u>Strengths:</u></p> <ul style="list-style-type: none"> Life-ready tasks are required as a culminating assessment for all units. Teachers are required to submit unit plans aligned to CCLS and NYS content standards on a monthly basis for review and feedback from administration Teachers collaborate in department and grade-team meetings to Look at Student Work and align instructional strategies horizontally and vertically Interim assessments are administered three times a year. Teachers and Departments analyze the data, set classroom and departmental goals and allow time for student reflection after each Interim Assessment Trackers are used consistently to monitor growth of individual students and track department goals. 		
<p><u>Areas of Improvement: (Ratings above are from our last ITT Review Conducted in Dec 2013:</u></p>		

3.3: Teachers develop and ensure that unit and lesson plans used include data-driven instruction protocols that are appropriately aligned to CCLS and NYS content standards and address student achievement needs.

3.4: The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology and other enrichment opportunities.

Steps that need to be in place to improve in these areas:

- A common definition of rigorous instruction amongst all staff members needs to be developed and all staff members need to be supported in the implementation of rigorous instruction across disciplines
- A clear system of instructional supports for ELLS, SWD and lower-achieving students needs to be supported and implemented across grades and disciplines
- Teachers need more training on how to implement Data-Driven Instruction on a daily basis, not just for Interim Assessments
- Professional Development for teachers needs to be aligned to the following needs-areas: Implementing Rigorous Instruction, Scaffolding Support for ELLS and SWD, and Using Data to Drive Instruction
- College-and-Career readiness classes need to include a wider range of students, not just our highest performers

Rubrics for evaluation of student work need to be implemented vertically and horizontally across grades and disciplines

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

At the end of the Renewal Program, DreamYard teachers will have more time to collaborate around instructional practices and planning. Having a more profound understanding of the Common Core State Standards, teachers will

implement instructional strategies to support various learners without eliminating opportunities to engage with rigorous material. These strategies and supports will be seen consistently across disciplines and grade levels.

Teachers are currently provided with weekly planning time with their cooperating teachers, as well as time to collaborate within their grades and departments every Wednesday afternoon. Teachers also meet in Department Head meetings, SIT Leader meetings, and as well as with the We are the School Committee. The staff meets weekly to engage in interactive PDs and staff circles to allow for deeper collaboration around those PDs and/or current school issues/celebrations. Teachers also participate in inter-visitations across departments and grade teams to further strengthen their own pedagogy and align instructional practices. There will be an opportunity for cross content meetings outside of SIT time to plan curriculum and/or cross curricular Life-Ready tasks. Teachers will have the opportunity to work on units and lesson plans with cooperating teachers on a regular basis. In the 2015-16 School Year, 3 Department Heads and the Assistant Principal will participate in bi-monthly professional development sessions using Writing as Thinking/Strategic Inquiry (WITSI). This team will become WITSI leads and will turn-key information to staff on a weekly basis during 90-minute professional development blocks. WITSI strategies will become a foundation for improving instruction across the school community.

Using WITSI strategies, teachers at DY Prep will be required to have a literacy objective in each unit aligned to the CCLS standards of Writing, Reading, Speaking and Listening. As stated in our instructional focus, teachers will be asked to use the CCLS standards aligned to developing and defending arguments as a foundation for developing daily lesson plans, units, and Life-Ready Tasks. Teachers will engage students with higher order questioning to facilitate student discovery of concepts and problem solving situations. All units currently have and will continue to contain an overarching high level Essential Question and daily high level guided questions to drive learning that are aligned to the Essential Question and Common Core Life-Ready Tasks. Common Core-aligned Unit Life-Ready tasks are opportunities for students to display mastery of the unit's topics/concepts while addressing the Essential Question in a variety of ways. All Essential Questions will be open-ended and argument-driven. rounds of inter-visitations and Looking at Student Work to determine the effectiveness of the interventions. We intend to use this cycle not only for Interim Assessments, but also for monthly units to impact daily instructional practice so that areas of student deficiencies can be identified and addressed earlier in the school year for maximum impact on student achievement.

Our current College Readiness Index is 3.3%. Through the implementation of the practices described above, we anticipate doubling that number by Year Two of Renewal to reach 8.3%. We anticipate our graduation rate to be 63% by August of 2016.

In addition to implementing WITSI, which will support teachers in increasing writing across the curriculum, Math and ELA Teachers will Engage NY as a model for their unit plans. With the support of LDC and the school's DSR, teachers will modify units on Engage NY to include end of the unit Life-Ready Tasks that have scaffolded support for all learners.

A key finding in our Co-Interpretation is that teachers report varying levels of preparedness in instructing diverse students populations. To address this finding, the DSR and Superintendent's Talent Coach will work with ESL and SPED Teachers to develop units of study aligned to CCLS that contain appropriate scaffolds that address the needs of our population of diverse learners. Based on the planning sessions facilitated over the summer of 2015, common strategies for vocabulary instruction, writing and scaffolding for Students with Disabilities and English Language Learners will be developed and implemented across grades and disciplines. The Director of School Renewal will ensure that this work is done with fidelity by supporting DY Prep teachers with Professional Development over the course of the 2015-16 School Year Implementation of these strategies will be supported and monitored by the Principal, Assistant Principal, and The Director of School Renewal through observations, coaching visits and Department Inter-visitations.

Teachers will challenge higher performing students with more challenging texts and/or additional tasks to deepen their understandings of our unit Essential Questions. Higher performers will also develop their own learning as teacher assistants, and will participate in internships, AP courses and College Now courses. All students will also be pushed to

take summer enrichment programs and complete career based independent research projects/activities to make real life connections to their world and the course curriculum.

Teachers will continue to create learning environments that make students feel safe by maintaining consistency in practices and classroom routines. The school's core values (especially empathy) will continue to be visible and consistently referred to across classrooms/circles to foster this nurturing environment of learning and acceptance. A supportive environment is one of the school's strengths and the faculty will work together to build upon the structures already present in and outside of the classroom where all students feel safe to take risks and explore their individuality.

Teachers will receive training in how to use data to drive daily instruction and unit plans. Departments currently analyze Interim Assessment Data to set goals that address current student deficiencies. Teachers engage in a cycle of identifying the deficiencies, determining instructional practices to address the deficiencies and then conducting

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June of 2016, all teachers will implement WITSI strategies that will increase writing across the curriculum that will result in a 5% increase of students in Cohort R meeting College Readiness Benchmarks as measured by 75% or higher on the ELA Regents and 80% or higher on the Integrated Algebra Regents.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Participation in WITSI Professional Development</p>	<p>All teachers</p>	<p>August 2015 to June 2016</p>	<p>WITSI Leads, Assistant Principal and Principal</p>
<p>Participation in the DOE/NASA STEM Program</p>	<p>Math and Science Teachers</p>	<p>July 2015 to June 2016</p>	<p>PD provided by DOE, Principal and Assistant Principal</p>

Professional Development in Using Multiple Entry Points for ELLs and SWDs, unpacking CCLS and defining “rigorous thinking.”	All Teachers	June 2015 to June 2016	DSR in collaboration with the Principal
Monthly workshops supporting parents in understanding the demands of the Common Core	All Parents, particularly those of SWD and ELLs	Sept 2015 to June 2016	Guidance Counselors and Parent Coordinator

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources: Director of School Renewal, Principal, Assistant Principal for Professional Development											
Department Head meetings after-school											
Outside Professional Development											
Software for ELLS											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
In February of 2016, at least 5% of Cohort R will have met the College and Career Readiness Index benchmarks as measured by 75% or higher on the ELA Regents and 80% or higher on the Integrated Algebra Regents. .											
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	HE
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p><u>Above ratings are from DY Prep’s ITT Review in December of 2013.</u></p> <p><u>School's Strengths:</u></p> <ul style="list-style-type: none"> Shared core/character values exhibited in all classrooms and re-enforced through awards given every semester at school assemblies. In addition to the three core values, our school continuously focuses on our Life Ready tasks around character values such as perseverance, empathy, relentlessness, responsibility, self-discipline and respect. Students are offered the opportunity to engage with these values in the units that are implemented across disciplines, which has increased a sense of school community. Establishing a culture of restorative justice (circles) to promote high behavioral expectations focused around our core/character values as well as teach and learn what it means to be a community member, which has provided skills to deal with conflict resolution, decreased overall incidents of conflict and the need for administrative disciplinary measures. Grade Teams meet as a team with parents of students that exhibit signs of falling off-track 		

- Teachers text, email, call home on a weekly basis to their advisees or students on a target population
- Life-Ready Conferences, wherein the student is made responsible for communicating his/her progress to parents/guardians--onus is placed on the students and has encouraged self reflection and ownership of academic progress and prepared students for the life ready task of self advocacy.
- Biannual college tours (per grade) have encouraged college/career readiness and engaged students in future behavioral expectations.
- Students in the arts programs are required to participate in biennial Arts wherein students showcase the work they have been creating in their respective arts classes to the rest of the school community and families. These Sharings have shown students that they are expected to learn how to present their work in a professional manner, demonstrate growth over time, become familiar with public speaking, and engage in the responsibility of collaborating in an ensemble.
- Grade teams implement bi-annual "Kid Talk," heterogeneous panels of students that are asked questions specifically designed to adjust teacher practice and improve DYP culture.
- Leadership Class: The principal teaches a Leadership Class two mornings a week where she meets with a group of students representative of all grade levels. Student Leaders use this class to plan and facilitate community-building activities. Student Leaders in this class also serve as mentors to students in the lower grades.
- Monthly Assemblies: The school conducts monthly assemblies around one of our Core Character Values of Empathy, Responsibility, Respect, Self-Discipline, Perseverance and Ambition.
- We Are The School Committee (SLT): We changed the name of our SLT to "We Are The School Committee" in order to promote parent and student involvement. The team meets once a month to discuss school-wide initiatives and events, and is comprised of students, parents, teachers, and support staff. These changes have improved parent and student involvements in school-wide initiatives.
- Life Ready Classes: We changed the name of Advisory this year to Life-Ready Classes. These classes meet twice a week. This time is used for Circles, homework support, and implementation of our college and career curriculum.
- School-wide Celebrations and Circles: We identify days/themes a few times a semester to promote community-building and student voice. Student Leaders help to plan and facilitate these days. On these days, we have a school-wide Circles where each Life-Ready Class participates in a Circle written by students, our dean, or members of the We are the School Committee. Recent themes have included: Day of Diversity, Day of Appreciation, Day of Solidarity, Community-Building Day
- The Dean has begun to implement a Fairness Committee comprised of students to help facilitate our school's Restorative Justice Practices.

Needs:

- Further development and implementation of our restorative justice approaches to further decrease incidents
- The systematic promotion of a unified vision of social and emotional developmental health that is aligned to a specific program
- Further develop and maintain consistent structures to support the use of data in response to students' social and emotional developmental health.

Identifying “students at risk of not graduating on time” starting in 9th grade and developing a plan to get them on track as soon as possible

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

The school stakeholders would describe DreamYard Preparatory School as a safe and welcoming environment, with a warm and positive culture for learning. All students feel welcome in our community and are given multiple opportunities to have their voice heard by various stakeholders. A key finding in our Co-interpretation facilitated by AIR states that all stakeholders, parents and Community-based Organizations work collaboratively to provide support for the social-emotional functioning of students through restorative justice, systems of support and parent workshops. DY Prep provides opportunities in the arts, such as Sharings and performances, arts clubs, after-school clubs, The Moth, and the Mouse Squad, as outlets for student community building and engagement.

All students are programmed in Life Ready classes that are designed to support both social-emotional and academic skills. Life-ready Classes are run by Advisors called Life-Coaches. These Life-Coaches are the adults in the building most responsible for the success of the student in our school community. In the 2015-16 School Year, Life-Ready Classes will be organized into Houses aligned with our Core Character Values. Each House will have a 9th, 10th, and 11th grade Advisory aligned to a Senior Seminar Class. For example, the Empathy House could have Mr. Burke (9th Grade), Ms. Burns (10th Grade), Mr. Sahlstrom (11th Grade) and Ms. Chicon (Senior Seminar). Life-Ready Coaches in each House will meet regularly to discuss students in their House. Although Life-Coaches do not follow students from grade to grade, establishing Houses will allow Advisors to become familiar with students and their strengths and weaknesses prior to having them as an advisee. This will provide continuity as students move up a grade level and allow at-risk students to receive targeted support as they move up each grade level.

The CBO’s at DY Prep are DreamYard Project, The Moth, New Settlement (College Counselor), Step Up. In the 2015-16 School Year, Counseling in Schools will become our partner in transforming DreamYard Prep into a Community School. These organizations invest time planning and creating programs that are geared to specific students that are targeted and identified to benefit from their respective services. DreamYard Project provides multiple opportunities for students to participate in performances, art exhibits, and take courses at the DreamYard Center. DreamYard Project provides the school with a \$250,000 budget for the arts department at DYP that allows such department to provide intensive arts courses and teaching artists throughout the school year The Moth works with students to learn the art of storytelling, an art form that pushes students to become life ready by performing and telling their story for an audience and connecting to their school community through their personal stories. New Settlement provides DYP with a full time college counselor who works with students on an individual and group basis as they work to prepare and apply for college and beyond high school. Our college counselor sets up college application workshops and college fairs, and overnight college trips for all grades. The Step-Up Program provides mentors from NYU to work with targeted students in need of extra academic and socio-emotional support. Mentors meet with students on a regular basis and consult and assist them with any school related issues. Step-Up will continue to work with DreamYard Prep in the 2015-16 School Year.

Counseling in Schools, as the lead partner in transforming DY Prep into a Community School, will provide DreamYard Prep with services focused in three main categories: Increasing Attendance, Coordinating Internships and Job Opportunities, and Supporting Families. CIS (Counseling in Schools) will provide the school with mentors that will work with students whose attendance is below 70%. Each mentor will be assigned a group of students in this category. The CIS Mentor will conduct home visits, regularly meet with the students and families in this target group and work with school-based staff to create an individualized attendance plan for each student. Mental health services will be provided to students and families that are identified as in need of support. Counseling in Schools will provide weekly incentives to students and families that meet attendance benchmarks. A full-time internship coordinator will work with DY Prep in the 2015-16 School Year to match on-track seniors with internships in their field of interest. These internships will be credit-bearing and will enhance the school's overall mission of Life-Readiness.

Student voice and leadership is supported in numerous ways at DYP. The school has a Leadership class that meets twice a week. In it student leaders are trained to take on school wide community issues and spearhead Circles and school wide events. Life Ready Classes also meet twice a week. In Life Ready class students take an active role in issues concerning the school, practice participating in Circles, and are involved in community building activities. Students also learn to prepare Life Ready documents such as resumes, read their transcripts and keep track of their credits. These documents are put into a digital file called a Life-Plan that follows students from grade to grade. At the end of their senior year, students will be asked to present this Life-Plan to a panel of teachers, parents, and outside experts as part of their graduation requirement.

At DY Prep, our SIT (grade teams) engage in Kid Talk which creates a forum for students to represent their respective grades at least once a semester. This forum provides the opportunity to voice any concerns regarding the school and their own learning. We Are the School Committee has been working with a Restorative Justice Coach provided by Morningside Center for Social Responsibility to create a School Constitution. Students are included in this process and contribute to this document. The Fairness Committee is led by students and will implement the School Constitution and run Circles and mediation sessions. School wide Assemblies are once a month and celebrate student academic achievement and showcase student talent. Mouse Squad runs the technical aspect of assemblies. There are various student clubs at DYP. Many of these clubs were created from student interest and run primarily by students such as the Anime Club and the Make-Up Club.

Our school teams will measure socio-emotional development over time with data derived from attendance, cutting, disciplinary actions; frequency of conflicts/ students needing repeating Circles and graduation rate and the percentage of students on track to graduate on time. Each student will set individual goals in Life-Ready Class for attendance, course and Regents pass rates, and behaviors related to our Core Character Values. Students will be responsible for tracking their progress in each of these areas at the end of every month. Life-Coaches will be responsible for tracking goals for all students in their Life-Ready Classes. SIT teams will look at progress every month to evaluate who is on target or off target to meeting their goals. SIT team leaders will meet with the principal to share this data and devise intervention plans based on the amount of off-track students.

SIT teams will dedicate one meeting per month to address the needs of our Students with Disabilities. These monthly meetings will include examining and revising IEP goals and specifically analyzing not only the academic progress, but also the social-emotional progress of these students.

Our ESL Department will hold meetings twice a semester for the parents of our ELLs to discuss their academic and social-emotional progress.

Our Culture Team will hold circles on an as-needed-basis for our overage students that exhibit signs of behavioral challenges.

Attendance reward challenges will occur once a marking period. All students achieving a personal attendance goal of 90% or higher will receive an individual reward and the House with the highest percentage of students reaching the attendance benchmark of 90% or above will receive a collective reward.

In order for DYP to respond to students' socio-emotional needs in a timely manner, SIT teams meet on a regular basis to identify and target students with low attendance, cutting date, and use Skedula more regularly to develop and monitor student progress. SIT teams use parent engagement time to outreach parents and plan meetings with families as a forum in which to discuss student progress, behavioral issues, promotion in doubt, cutting, and attendance.

Dreamyard Prep has set a goal to increase student attendance to 81.5% by June of 2016.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, all stakeholders will engage in activities to address the social-emotional needs of our community that will result in an overall attendance increase to 81.5% from 79% in the 2014-15 School Year, as measured by ATS reports.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
Professional Development for Life-Coaches on tracking data, working with Students with Disabilities, English Language Learners and SIFE	All Life-Coaches	Sept 2015 to June 2016	Principal, Assistant Principals, Community Director from CIS

students, and how to increase attendance school-wide			
Counseling in Schools and Step Up working with targeted students whose attendance is below 70% overall. 50 students that fall into this category will receive weekly counseling from CIS social workers.	Students with attendance below 70%	July 2015 to June 2016	Community Director, Parent Coordinator and SIT team leaders
Monthly workshops offered to families to expand their understanding of how to support their children in respect to attendance and responsible behavior	All families	August 2015 to June 2016	Community Director and Parent Coordinator
Life-Ready and Leadership Classes for all students	All students	Sept 2015 to June 2016	Principal, Assistant Principal and Life-Coaches

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
DreamYard Project funding after-school											
DreamYard Project Professional Developing on integrating the Arts into instruction											
Step Up Mentors											
Counseling in Schools Community Director, Attendance Liaison											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the overall attendance at Dreamyard Prep will be 80%, as measured by ATS report.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	HE
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	DE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p><u>The above ratings are from DY Prep's ITT Review conducted in December 2013:</u></p> <p><u>Strengths:</u></p> <ul style="list-style-type: none"> Unit Plans shared on Atlas Kid talks give teachers insight to student thinking and experiences School leadership class provides students leaders place to voice student needs Hallway environment is very open and welcoming and full of student art and celebrations Student centered lessons and Socratic Seminars Interim Assessments are administered and data is reviewed by teacher, departments Students self-reflect on their performance in all classes, including Life-Ready Class Teachers incorporate mid unit exams to monitor student progress 		

- Exit Tickets provided immediate data to teachers on a daily basis

Areas of Growth:

4.2: School and teacher ensure that instructional practices and strategies are organized around annual, unit and daily lesson plans that address all student goals and needs.

4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards-based instruction that leads to multiple point of access for all students.

The principal and assistant principal met with department heads to reflect on the above ratings and determining that to improve ratings in the above areas of growth, the school must implement the following;

- Multiple entry points in daily lessons and Life-Ready Tasks
- Teachers confuse Student Engagement with Rigorous Instruction. Teachers need professional development around the expectations of rigor.
- Common Core aligned instruction is inconsistent across all classrooms. Teachers need time to examine CCLS in relationship to actual student work products.
- More opportunities for teachers to reflect on rigor of student work in relationship to designed lesson plans
- Teachers need to develop individual, Common Core aligned student goals, and frequently monitor these goals. Goals should be data-driven.
- Interims are long snapshots- formative assessment needs to be used on a daily basis across classrooms
- Consistent Grading Policy needs to be implemented across classrooms.

Ensuring alignment between end-of-unit, Life-Ready Tasks and daily lessons needs to happen through the work of Departments and SIT teams.

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

All Dreamyard Teachers meet in Grade (SIT) and Department meetings every Wed afternoon, while DreamYard Project Teaching Artists and staff work with students. Weekly co-planning meetings for team teaching are built into teachers schedules. Teachers also have common prep time according to grade level. SIT team leaders meet weekly with the Principal and Assistant Principal to plan agendas, look at data and track students according to grade level. Department Heads meet twice a month after-school for 90 minutes with the Principal and Assistant Principal to Look at Student Work, set and monitor Department Goals and drive the instructional vision for the school. The community has created the We Are the School Committee as its SLT. The We are the School Committee is comprised of staff, students, parents

and administration and plans events, looks at data and discusses the overall progress of the school in meeting its goals. The staff meets weekly to engage in interactive professional development aligned to the school's Academic, Social-Emotional, and College and Career Life-Readiness goals. Most staff meetings and professional development sessions are run in Circles. Staff Appreciation and Community Building Circles to allow for deeper collaboration and provide an open forum for discussion school-wide concerns and issues. Teachers also participate in inter-visitations across departments and grade teams to further strengthen their own pedagogy and align instructional practices to our overall goal of Life-Readiness. Departments Look at Student Work in conjunction with the inter-visitations to examine how instructional practice impacts the quality of student work. As part of professional development, teachers meet in Grade Teams to examine and provide feedback on one another's Life-Ready Tasks.

Teachers currently submit unit plans on a monthly basis on Atlas, a digital platform for unit planning. The Principal and Assistant Principal provide timely feedback to teachers on these unit plans on overall alignment to the Common Core and to the school's vision of Life-Readiness. All units have an overarching high level Essential Question and daily high-level guided questions to drive learning that are aligned to the Essential Question. Each unit is required to have an end-of-unit, Life-Ready Task that is aligned to the Common Core Learning Standards, pushes student thinking, and allows students an opportunity to explore the unit's Essential Question through discussion and writing. An example of a Life-Ready Task is one that has an open-ended question that is explored through a Socratic Seminar followed by an extended writing assignment where students must make a claim in relationship to the Essential Question, offer a counter-claim and use evidence provided by multiple texts to support their claim.

DreamYard Prep teachers have spent a significant amount of time in the 2014-15 School Year developing Life-Ready Tasks, but frequent observations by administration, as well as overall feedback from the Quality Review and the Needs Assessment conducted under the Renewal process has shown that daily instruction is not aligned to the rigor of the Life-Ready Task. Simultaneously, there lacks sufficient support in classrooms for Students with Disabilities and English Language Learners to access content on a daily basis. Upon reflection of these findings, administration and Department Heads have determined that in the 2015-16 School Year, there needs to be a greater emphasis on rigorous thinking in daily lesson planning as well as an increase of strategic, school-wide multiple entry points for all learners so that the quality of student work products will reflect a deep understanding of the Common Core Learning Standards.

To support teachers in engaging students in rigorous thinking on a daily basis, school administration with the support of the Director of School Renewal will design a Professional Development Plan to unpack the Common Core Learning Standards with a particular emphasis on the standards aligned to argument. The Director of School Renewal, whose background is in ESL, will work with the Principal and Assistant Principal to develop school-wide strategies to address the needs of diverse learners while pushing rigorous instruction across all grades and departments. DreamYard Prep's current structure of Inter-visitations will be focused on the implementation of these strategies and the overall quality of rigorous thinking in classrooms to meet the expectations of the Common Core Learning Standards. Currently, teachers are given one Professional Development session per month for unit planning. In the 2015-16 School Year, teachers will be asked to work in teams to develop unit plans that have daily learning experiences aligned to the school's overall expectations of rigorous thinking and support for all learners.

Teachers will also be expected to have a literacy objective in all lessons and unit plans. Support for this literacy objective will be provided by the Literacy Design Collaborative and the Director of School Renewal. Implementation of literacy objectives in daily lessons will be monitored and supported by school administration.

In order to challenge higher performing students, they will be given challenging texts and/or additional tasks to deepen their understandings and learning of the unit's Essential Question. Higher performers will also engage as teacher assistants, participate in internships, AP courses. The school also plans to deepen its relationship with College Now and push more students to take these courses in their junior and senior years. Higher performing students will also be pushed to take Summer enrichment programs and complete career based independent research projects/activities to make real life connections to their world and the course curriculum.

Teachers create learning environments that make students feel safe through school-wide consistency in practices and classroom routines. The school is currently working on establishing vertical and horizontal alignment of academic

vocabulary to support students in citing evidence, analyzing texts and evaluating work. When students can recognize similar structures in instructional practice and behavioral expectations, they feel safe to learn. The school's core values (especially empathy) will continue to be visible and consistently referred to across classrooms/circles to foster this nurturing environment of learning and acceptance. Many teachers use the structure of Circles emphasized in our Social-Emotional Life-Readiness Goal in their classrooms as a tool for classroom discussions, Socratic Seminars, and group work. The mirroring of Circles for both behavioral interventions and instructional practices allows for all students to be seen and heard, which promotes a positive and safe learning environment for all students.

Currently, Departments administer Interim Assessments at the beginning, middle and end of the year. Departments set instructional goals based on analysis of Interim Assessment data. On a daily basis, teachers use exit tickets to assess student understanding in relationship to the daily Guided Question. Based on the school's Needs Assessment conducted through the Renewal process, Department Heads and school administration have determined that teachers need to be analyzing student achievement in relationship to academic skills required by CCLS on frequent basis and that checks for understanding need to happen throughout the lesson, not just on an exit ticket. Teachers will receive training on how to ensure that formative and summative assessments are aligned to CCLS and how to analyze and implement actionable next steps based on data that will impact student achievement. Frequent data analysis will become a regular aspect of weekly department meetings.

The current structures of SIT and Department Teams that are in place to familiarize teachers with student IEPs, interim assessment performance, current and past GPAs, state exam performance, and students' current academic progress will be expanded to include House meetings described in 5B: Supportive Environment. Student work is currently looked at by dept. teams and will also be looked at by SIT teams as well to address current student trends across content and to share/create the most effective strategies for individual student needs.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, all DY Prep teachers will create daily learning experiences that engage students in rigorous thinking that will result in 47% of students in year 2 and year 3 meeting progress to graduation targets as measured by students earning 10 credits or more in their most recent year of high school.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
Professional development around the use of data to inform instruction	All teachers	Sept 2015 to June 2016	Educational Consultants, Principal, Assistant Principal
Professional development on elements of rigorous instruction and multiple entry points	All teachers	June 2015 to June 2016	Director of School Renewal, Principal, Assistant Principal, Dept Heads
Weekly meeting time for Departments, SIT teams and co-teachers focused on unit and lesson planning, Looking at Student Work, inter-visitations and analyzing data	All teachers	June 2015 to June 2016	Principal, Assistant Principal, Dept Heads
Common time school wide for Parent Engagement that includes team meetings with Parents, Parent Workshops, trainings on Skedula	All parents and teachers	Sept 2015 to June 2016	SIT team leaders, Guidance Counselors and Parent Coordinator

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Weekly Department and SIT meetings Parent Workshops Time for Parent Engagement Meetings with the Parent Coordinator											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 35% of all students in Year 2 and Year 3 will have the progress toward graduation targets, as measured by the amount of students that have earned 5 or more credits.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p><u>The above ratings are from DY Prep's ITT Review conducted in December of 2013:</u></p> <p>Strengths:</p> <ul style="list-style-type: none"> Principal is highly accessible and provides open and transparent communication between herself and the staff Principal actively supports teachers in the classroom through frequent observations, coaching visits and meetings Principal provides well-structured PD and meetings to the larger school community Clearly defined school vision of Life-Readiness created by the principal in collaboration with all community stakeholder Principal is highly interactive with school community and knows each child by name 		

- Distributive leadership is present in the school through the structures of SIT Team Leaders, Department Heads and We are the School Committee
- Teachers get actionable verbal feedback within 48 hours of both rated and unrated observations

Areas of Growth:

- While many systems and structures are in place for distributive leadership, there needs to be regular systematic evaluation of these structures and their impact on student learning
- While there is a thoughtful schedule for observing teachers on a bi-weekly basis, student data trends are only discussed at the Middle of the Year and End of the Year Conferences

A system for identifying students at risk of not graduating on time needs to happen beginning in 9th Grade. Currently, a significant amount of effort is put into students in 11th and 12th Grade. This same amount of attention needs to happen earlier in a student’s career.

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

DreamYard Prep currently has a clear mission of Life-Readiness that is communicated regularly to all stakeholders. This mission was developed in the 2012-13 School Year collectively with the staff through the use a school-developed Follow a Kid Protocol that required all staff members to follow a student of their choice for an entire instructional day. At an end of the year retreat, teachers looked at data collected from these visits along with data from the Quality Review and Learning Environment Survey and developed our Life-Ready Vision that is outlined in the Renewal Summary. From this vision, the school developed three goals around the vision of Life-Readiness that is aligned to three categories: Academic Life-Readiness, Social-Emotional Life-Readiness and College and Career Life-Readiness. The Professional Development calendar is aligned to these three areas. Periodically throughout the year, the staff looks at data to evaluate the progress toward attaining these goals in each respective area. At the end of each school year, the school undertakes a similar process and sets new goals aligned to the DreamYard vision of Life-Readiness. These goals are messaged to the school community in a multitude of ways which include: vision posters in every room and throughout the hallway, end-of-unit Life-Ready Task, Life-Ready Classes, assemblies, Life-Ready Conferences, and in conversations with students and families. In the 2015-16 School Year, the structures for communicating the goals of Life-Readiness will be re-enforced.

In developing a new partnership with Counseling in Schools, it is important for the Principal to message the mission and vision to the members of the CBO partner working with the school. The Principal, Community Director, Internship

Coordinator and mentors working with CIS will meet over the summer to discuss alignment of resources to support the school's vision of Life-Readiness. Individuals working with Counseling in Schools will be invited to attend Professional Development and SIT Team Meetings, and representatives from CIS will be invited to join the We are the School Committee. CIS will be expected to have input into all meetings that shape the direction of the school. The Principal will regularly evaluate data with the Community Director to assess the impact of CIS on supporting students in attaining the school's vision of Life-Readiness.

The Principal will schedule data evaluation meetings for the first week of every month where the We are the School Committee, Assistant Principal, SIT Leaders and Department Heads will look at a variety of student data including attendance, grades on Skedula, cutting and lateness reports, anecdotes on Skedula, OORS data to evaluate the progress toward Life-Ready Goals. SIT teams will be asked to identify students at risk of being off-track for graduation starting in the First Marking Period of the School Year. An intervention plan for each at risk student will be developed through SIT teams, Life-Coaches in concert with mentors from Counseling in Schools and Step Up. Weekly check-in meetings with the Principal, SIT Leaders and the Community Director will evaluate student progress in relationship to the intervention plan, and adjustments will be made if the plan does not prove to impact the student achievement.

As described in the AIR report on Supports and Structures, the Principal visits classrooms regularly and has a strong system in place for providing teachers with timely, actionable feedback to improve instructional practice. According to the AIR report, teachers report that they feel supported by their principal. The Principal has an observation calendar in place that includes rated observations and coaching visits, and is tailored to teacher needs. For example, new and struggling teachers (those on a Teacher Improvement Plan or have over 50% of their ratings in Developing or below) are observed more frequently than more experienced teachers or those teachers who are consistently rated Effective or Highly Effective, based on analysis of Advance ratings.

In the 2015-16 School Year, teachers will be provided with Professional Development around the use of student data to impact instructional practice. All teachers will be asked to maintain student data trackers aligned to skills that will be updated on a bi-weekly basis. Data from these trackers will become part of observation feedback conversations. Additionally, teachers will be asked to bring student work samples to each observation feedback session so that the Principal and/or Assistant Principal can give Danielson-aligned feedback to teachers in relationship to student work products.

As part of Department Work, teachers will work together in collaboration with the Principal, Assistant Principal and Director of School Renewal to develop model lessons to address student needs based on analysis of student work products and data trackers. Teachers will conduct inter-visitations around the implementation of these model lessons and provide feedback to one another based on the observations. In feedback sessions, departments will be asked to look at the lesson plan, share low-inference data collected on the inter-visitation, and look at student work products. Upon evaluation of the model lesson on impacting student achievement, teachers will adjust practice. This cycle will continue throughout the 2015-16 School Year. The Principal will regularly attend Department meetings and give individual teachers and the entire department feedback on the impact of their work in relationship to achieving DreamYard Prep's vision of Life-Readiness and Instructional Focus.

DY Prep currently has a weekly attendance meeting run by the Assistant Principal that includes members of the Guidance Department, Culture Team and Parent Coordinator. This team has not positively impacted attendance data in the 2014-15 School Year, based on overall attendance data in ATS. In the 2015-16 School Year, this team will be re-structured to include the Community Director and mentors from Counseling in Schools. Agendas for the meetings will be determined by the Principal and the Community Director, who will facilitate the weekly Attendance meetings. The school is currently developing a more timely system for tracking daily attendance and getting attendance data to Life-Coaches. The Principal will be collaborating with the Community Director in July and August of 2015 to develop this system in order for it to be rolled out to Life-Coaches and teachers at the inception of the 2015-16 School Year.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, school leaders, attendance, department and sit teams will meet regularly to evaluate academic and attendance progress data of cohort R and implement strategic interventions that will result in 57% of Cohort R graduating on time.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
Professional Development of Teachers in using data to impact student achievement	All teachers	Sept 2015- June 2016	Educational Consultants, Principal and Assistant Principal
Data trackers aligned to student skill (emphasizing ELLs and SWDs) completed on a bi-weekly basis	All teachers	Sept 2015- June 2016	Digital Learning coordinator
Feedback to teachers on a regular basis that include student work products, student data and indicators from Danielson	All teachers	Sept 2015- June 2016	The Principal and Assistant Principal
Monthly Parent Feedback sessions with the Principal	Parents of off-track students	Sept 2015- June 2016	The Principal and the Parent Coordinator

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Data Training for Teachers

Parent Meetings

Looking at Student Work in Dept meetings

Director of School Renewal and Talent Coach providing training to staff

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 50% of students in Cohort R will be on track with required credit accumulation for June 2016 graduation.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	I
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p><u>These ratings are from DY Prep’s ITT Review in December of 2013</u></p> <p>Areas of Strength:</p> <ul style="list-style-type: none"> The leader and school-wide structures promote communication with families about high expectations for students. Teachers call students’ families every week to inform them of student progress. Students and families access monthly academic progress reports and report cards through Pupil Path on Skedula Students reflect on report cards and monthly progress reports in Life-Ready advisory class and confer with their advisor about their academic progress The school hold family conferences where teachers meet with students and families about their academic progress The school identified families’ interests through a survey and began offering workshops for families, such as a 9-session workshop on nutrition led by a community-based organization and the parent coordinator Parent coordinator makes twice-weekly home visits for students who have been identified by the attendance team; communicates with families about their child’s academic progress and connects families to community resources 		

- In the main office families are welcomed by the parent coordinator and helped with their needs
- The parent coordinator leads monthly parent organization meetings, which include workshops by community-based organizations

Areas of Improvement:

6.2: The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement

6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

6.4: The school community partners with families and community agencies to promote and provide training across all areas to support student success.

6.5: The school shares data in a way that promotes dialogue among parents, students and the school community centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate services for their children.

In reflecting on these ratings in June of 2015, the School Leadership Team noted that the school has made great strides in this area since the review in December of 2013. They did reflect that the following were areas of improvement for the school in Tenet 6:

- School needs to increase family attendance at school-wide report card and Life-Ready Conferences
- School needs to increase its partnership with community-based organizations, in order to train staff on how to better meet student needs and to provide workshops and support for students and families
- School needs to increase the involvement of families in the life of the school beyond report card conferences, such as having families participate in student presentations and leading after school clubs

School needs to more effectively work with families to address issues that are barriers to student success in school. The school will work with their CBO partner, Counseling in Schools to improve this area.

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Our vision for strong family and community ties lies in building on the structures that DreamYard Prep already has in place to more effectively meet the needs of the young people that we serve. Families are currently welcomed into the life of the school in multiple ways. Our main office is a welcoming environment, both in the physical space and through interactions with the parent coordinator, who greets them and helps direct families to the right place. In the 2015-16 School Year, the Community Director will also be instrumental in greeting families as they enter the school.

The principal has weekly office hours to meet with families, and our Guidance Department and Culture Team regularly schedules meetings with families. Parents and guardians attend weekly ESL classes and weekly nutrition workshops spearheaded by our Parent Coordinator. One challenge our community faces is that our school is in a large building and DY Prep is located on the fourth floor. DY Prep staff will work with school safety officers to ensure that families are welcomed as they enter the main entrance to the building, as this is the first point of contact they have with our community. The Principal plans to conduct a training over the summer for school safety officers in the use of Restorative Circles so that school safety officers understand the school's approach to discipline and family meetings.

The school uses the Circle Room, a dedicated space for family meetings, peer mediation and restorative circles to conduct family meetings. The Circle protocol that we use for social-emotional support is also implemented when staff meets with families and students. This protocol is a democratic one, and allows both students and families to feel safe to have sometimes difficult conversations about challenges their child is facing in our community. The Circle protocol is also used to celebrate student success and have positive conversations with families.

The school currently uses Skedula, an online grading system to communicate student academic and behavioral progress with families. Teachers are expected to update Skedula on a weekly basis and our Support Services Department is expected to enter data about behavioral concerns as issues arise. Parents and guardians have access to this system and are encouraged to check Skedula weekly for updates on their child's progress. Daily phone calls are made home when a child is absent from school. SIT teams use weekly parent engagement time to call families to update them regarding progress of their child. Life-Ready Coaches regularly communicate with families via email, text and phone conversations. Parents or guardians of students who exhibit signs of chronic absenteeism or falling off-track academically are invited to meetings with Grade Teams. The child's guidance counselor is also invited to these meetings. These meetings are effective in communicating with families around the school's expectations and how the community can work together to support the child's success in our community. In the 2015-16 School Year, families will be trained how to use The Progress to Graduation Tracker and the new online data system for families. This will happen at a meeting led by the PA president and Parent Coordinator. Families will be shown how to log into the system. This system will be the basis for conversations around student progress and how families can more effectively support their child's academic success at DreamYard.

The 9th and 10th Grade and the 11th and 12th Grade Guidance Counselors will conduct a workshop for families on how to read their child's transcript. In this meeting, the Guidance Counselors will explain how credits and Regents work. Parents and Guardians will be given an academic worksheet that will clearly outline whether or not their child is on track to graduate on time. This workshops will happen once a semester.

Families are invited to Life-Ready Conferences multiple times during the year to engage in conversations with the student and teachers about the child's academic progress. The first two Life-Ready Conferences are usually well-attended, but attendance dips as the year progresses. SIT teams will work with Counseling in Schools and our Parent Coordinator to implement strategies to increase attendance at these conferences. CIS and Step Up mentors will be invited to attend Life-Ready Conferences and family meetings throughout the year so that families are aware that CBO partners and DOE employees are working together to ensure their child's success. DY Prep's College Counselor conducts workshops for 11th Grade and 12th Grade families around the college application process. In the 2015-16 School Year, these workshops will be expanded to target families of 9th and 10th Grade students, as the school has found that we need to begin unpacking the college going process earlier in our students' high school career. Two college trips just for parents and guardians will be scheduled in the 2015-16 School Year to help alleviate some fears our families may have in sending their child away for school.

Social workers from Counseling in Schools have been assigned a case-load of 50 students that SIT teams have identified as in need of additional support to increase attendance and academic performance. These social workers will make a minimum of one home visit per year to each student on their caseload. After these visits, the CIS social workers will follow up with the families to provide them training on how to access Skedula, and have regular contact with parents or guardians of students on their caseloads to update them on the academic and social/emotional progress of their children.

The ESL Department will meet with families of ESL students once a month to explain the school's curriculum, and ensure that parent's of ELLs understand their child's academic progress in school. Additionally, these meetings will also cover topics that are particularly relevant to parents of ELLs, which include: how immigration status affects the college application process, finding work, adjusting to a new country, and how extended travel can impact your child's academic progress.

Family members currently have a strong relationship with their child's advisor, with whom they communicate regularly. In the 2015-16 School Year, this relationship will expand to include House meetings, which will include the child's future advisors. The school will continue to integrate families into the academic and social life of the school, building on the family's areas of strength and interest. For example, families will take a survey during the first Life-Ready Conference of the 2015-16 School Year to express workshops they would be interested in attending. Based on data from this survey, the Community Director will work with DY Prep's Parent Coordinator to schedule and implement workshops to support families.

The school will form a strong relationship with Counseling in Schools, our new CBO Partner. CIS will provide training to the staff of the school to help us better meet our students' needs, such as educating us about the lives of children in foster care. Counseling in Schools will help students and families connect to community resources to help service their needs, such as helping with finding affordable housing, getting medical care such as eye-glasses, and providing mental-health services. CIS mentors will conduct home visits to families of students who are exhibiting signs of chronic absenteeism, and provide family counseling to families in need of this type of support .

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, as a result of building a more profound relationship with existing and new CBO partnerships, family and community ties will improve, particularly with parents of ELLs, as measured by an 10% increase in ELLs' parent attendance at school functions and meetings.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Monthly workshops for families based on their area of interest, specifically targeting how to support your child in the demands of high school</p>	<p>All families</p>	<p>August 2015 to June 2016</p>	<p>Community Director and Parent Coordinator</p>
<p>Training for staff on best practices in combating chronic absenteeism</p>	<p>Life-Ready Coaches/all staff</p>	<p>Sept 2015 to June 2016</p>	<p>Community Director, Step Up mentors</p>
<p>Training for School Safety Agents in the use of Restorative Circles</p>	<p>SSAs and families</p>	<p>July 2015 to June 2016</p>	<p>Principal and Dean</p>
<p>College trips and workshops for families starting in the 9th Grade</p>	<p>All Families</p>	<p>Sept 2015 to June 2016</p>	<p>College Counselor, Community Director and Parent Coordinator</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Training of School Safety Officers</p> <p>College Trips</p> <p>Parent Workshops</p>											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>P/F Set-aside</p>		<p>21st Century</p>		<p>C4E</p>
	<p>Title I 1003(a)</p>		<p>Title III</p>		<p>PTA Funded</p>		<p>SIG or SIF Grant</p>		<p>School Success Grant</p>		<p>Other</p>

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

As a result of building a more profound relationship with existing and new CBO partnerships, family and community ties will improve, particularly with parents of ELLs, as measured by an 5% increase in ELLs' parent attendance at school functions and meetings.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. 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. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June of 2016, 70% of all students participating in ELT will earn additional credits as a result of ELT, thus increasing credit accumulation by 5% for each grade level.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
N/A: ELT is compulsory.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to **all students** in the school.

Describe how the school will meet the following SED requirements for an ELT program:

How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?

- 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.
- 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.
- What new content areas and opportunities will be offered to students?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- 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.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

DreamYard’s ELT program will focus on offering high-interest courses designed to meet student needs that are not offered during the regular school day. DY Prep teachers will teach credit-bearing courses on Tuesdays, Thursdays and

Fridays. On Mondays and Wednesdays, Counseling in Schools and DreamYard Project will offer enrichment courses to meet student needs.

Classroom teachers will design literacy and math focused courses designed to simultaneously engage students in rigorous thinking while addressing skill deficiencies in literacy and math that will result in increased academic achievement as measured by increased credit accumulation and overall Regents pass rates. Examples of these courses are:

- Creation of the American Teenager: This is a class designed to study how the concept of the American teenager developed while promoting literacy skills to help students pass the US History Regents
- A Science Fiction Elective: This is a class co-taught by a Science and ELA teacher that will provide young people a space to explore a literature circle to increase student reading levels while providing Science content to increase Living Environment and Earth Science Regents Pass Rates
- Film Review Class: This is a class taught by an ELA teacher where students will watch high-interest films and write reviews of the film to support students with developing writing skills to increase essay scores on the ELA Regents
- Architecture Class: Students will design structures using mathematical skills needed to successfully master elements of the new CC Integrated Algebra and Geometry exam

Examples of the programs Counseling in Schools will offer to students:

- Multiple sections of SAT Prep
- STEM-based courses
- Internships to on-track seniors

Examples of the programs Dreamyard Project will offer to students:

- Mouse Squad: This is a program designed to empower youth to lead, learn and create with technology. Students in this course will learn practical skills in how to operate and repair computers, design websites. These skills will prepare students for a technology career in the 21st century workplace.
- Portfolio Design: This course is designed to work with juniors and seniors that are interested in pursuing a career in the Arts prepare for the audition/college application process
- Theatre Production Class: Students will be trained in the technical aspects of Theatre which include: set design, stage management, lighting design, and set construction. DreamYard Project is partnering with the Public Theatre for this course to give students real-world skills that could lead to employment in the Arts after high school
- Music production: Students will design and write their own electronic music through this course while simultaneously learning practical skills that will enhance their ability to secure a job in the music industry after high school

The Community Director and Principal will work closely together to provide reciprocal professional development. This means that Counseling in Schools will offer professional development once a month to DY Prep staff around strategies for increasing attendance, meeting students' social emotional needs, and effective strategies for parent outreach. The Community Director, Internship Coordinator and Student mentors working with the school from Counseling in Schools will be invited to the Academic and College and Career strand of DY Prep's Professional Development on a regular basis so that they are abreast of academic expectations and instructional supports being

offered at the school. Mentors and the Community Director will attend SIT team meetings to offer insight and additional support to teachers dealing with academically and emotionally challenged young people.

Families will be mailed home a letter over the summer explaining the ELT offerings and supports. There will be a New Family Orientation offered to parents and guardians of incoming 9th grade students during the last week of August to introduce new families and students to the structure and rationale of DY Prep's ELT offering. An information session will be held during the first week of school for returning families to introduce families and students to the new ELT structure at DY Prep.

During the school year, teachers and CBO partners offering ELT courses will be required to use Skedula, DreamYard's online grading system to keep students and families abreast of student progress in those classes. ELT teachers will be required to meet with students and their families during Life-Ready Conferences to update them of student progress in their courses.

Part 4 – ELT Program Implementation and Oversight

Part 4a. 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.
3. Explain how you will evaluate the program to assess impact on student achievement.

The Assistant Principal and Community Director will oversee the ELT program. Guidance counselors, in concert with SIT team leaders will be responsible for programming ELT and ensuring that students are programmed in courses most aligned to their academic and social-emotional needs. Counseling in Schools, DreamYard Project and DreamYard Prep teachers will all facilitate aspects of our ELT program. DreamYard Prep's ELT Program will happen every day from 2:55pm to 3:55pm.

Most students will participate in ELT course offerings located in the school building. On track seniors and high-performing juniors will be offered off-site internships and College Now Course. An Internship Coordinator provided by Counseling in Schools will oversee the internships and College Now portions of the ELT program.

ELT courses are designed to be implemented for one semester. In January of 2016, ELT teachers will meet with the Community Director and the Principal to evaluate the impact of their course on overall student achievement. If the course has not impacted student achievement by raising credit accumulation, attendance, or Regents pass rates, the course will not be offered in the Spring semester and a new course will be offered in its place.

Part 4b. Timeline for implementation and completion, including start and end dates.

Timeline for ELT:

June 2015:

- Principal meets with Counseling in Schools to discuss role they can play in ELT offerings.
- DY Prep staff meets to discuss how the school can use ELT time to support goals for the 2015-16 School Year
- 95% of DY Prep teachers have expressed interest in teaching an ELT course: Teachers are asked to submit a proposal for the course to the principal
- We are the School Committee reviews ELT plan and proposals

July 2015:

- Principal reviews ELT course proposals and communicates to teachers about which proposals have been accepted. She begins programming ELT offerings into the 2015-16 Course Schedule

- Principal meets with Community Director to begin hiring for their part of ELT

August 2015:

- Letters go out to families around ELT offerings and the extended school day

- Teachers are asked to submit course syllabi for review

- New Families Orientation meeting is scheduled and ELT program is discussed

- Guidance Counselors with input of SIT team leaders begin to program ELT

September 2015:

- Parent Meeting to discuss ELT offerings and the importance of students attending the program

- Grade Team meetings to explain the extended school day happen

- Life-Coaches explain ELT offerings to students

- ELT program begins

November 2015:

- ELT teachers from CBO and DY Prep staff participate in Life-Ready Conferences to discuss student progress in ELT classes

January 2016:

- Principal, Assistant Principal, Guidance Team, Community Director and SIT Team Leaders meet to evaluate the progress of students in ELT courses and adjust schedules and programs according to the data found

- Principal asks for new ELT course proposals from staff and CBO Partner

- ELT Courses for Semester 2 are programmed

- New classes for ELT are discussed with students in Life-Ready Classes

February 2016

- Semester 2 of ELT begins

- SIT Leaders meet with Principal, Assistant Principal and Community Director to discuss Semester 1 Credit Accumulation by Grade to determine impact of ELT on credit accumulation

March 2016

· ELT teachers from CBO and DY Prep staff participate in Life-Ready Conferences to discuss student progress in ELT classes

June 2016

· SIT Leaders meet with Principal, Assistant Principal and Community Director to discuss Semester 2 Credit Accumulation by Grade to determine impact of ELT on credit accumulation

· We are the School Committee Meets to review ELT data and discuss structure of ELT for the 2016-17 School Year

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

By June of 2016, 70% of all students participating in ELT will earn additional credits as a result of ELT, thus increasing credit accumulation by 5% for each grade level.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

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

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February of 2016, 55% of all students participating in ELT will earn additional credits as a result of ELT, thus increasing credit accumulation by 5% for each grade level

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

As a result of strategic efforts to more effectively support students and families with mental health services, referrals and family workshops, DY Prep will reduce chronic absenteeism from 53% to 45% and increase student attendance from 79% to 81.5%.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The target population of DreamYard’s Community School program will be students with less than 80% attendance, with particular attention to students in danger of becoming a Long-Term Absence, over the counter students that are newly arrived to the country, and ELLs with credit-deficiencies.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Counseling in Schools, as DreamYard’s CBO Partner in becoming a Community School will provide the school with a full-time Community Director. Additionally, Counseling in Schools will provide an Internship Coordinator, Attendance Liaison and mentors/social workers to support the Community School Program at DY Prep. The main focus of their work will be to support the school in increasing attendance, particularly for hard to reach students and families. The Community Director will work closely with the Principal, Parent Coordinator, Support Services Team and SIT Team Leaders to identify gaps of support for families. After identifying these gaps, the Community Director will ensure that whatever services Counseling in Schools has agreed to provide will be executed with fidelity and in line with DreamyYard Prep’s vision of Life-Readiness. One area that the school has already identified as a need is a skilled clinician to support the Parent Coordinator in conducting home-visits to the target population of students with low attendance. DY Prep’s Parent Coordinator currently conducts home visits. However, the school struggles with adequate follow-up to the visits because of lack of resources. In the 2015-16 School Year, the Community Director will ensure the quality of the home visits, but also will monitor the linkages provided to the family after the home visit. An intervention plan will be shared with the Support Services Team and the Principal after each home visit. This plan will be monitored by the Attendance Liaison in collaboration with the Community Director and the Support Services Team at DY Prep.

In July and August of 2015, The Community Director will meet with the school's Principal, Social Worker, Dean and Parent Coordinator to begin developing Intervention Plans for at-risk students, as identified from data gathered in the 2014-15 School Year. The school plans to start the 2015-16 School Year with Intervention Plans in place for targeted students. This way, plans are not being developed in September, but implemented and monitored for impact. The Community Director will work with the Parent Coordinator over the summer to conduct home visits for students on Intervention Plans. These Intervention Plans will be shared with staff, students and families during the first month of school. These plans will include:

- a point person for each student
- student goals around attendance, academics, and behavior
- input from students, families and teachers on how the student learns best
- weekly incentives for meeting goals
- linkages for the student's family as identified during home visits
- daily check-ins with the student
- weekly progress monitoring
- frequent family meetings

The Community Director will work closely with Parent Coordinator, Step Up, Social Worker and SIT Team Leaders to support students with chronic absenteeism. The Community Director will also be a key participant in weekly Attendance Team meetings, We are the School Committee, Support Services meetings, and SIT team meetings. The Community Director will be a central hub to connect families to mental health, housing and other resources.

The Internship Coordinator provided by Counseling in Schools will oversee an Internship Program for on-track seniors to gain real-world experiences. The Community Director will work over the summer to lay the foundation for the Internship Program. Once an Internship Coordinator is in place, he or she will identify 5 to 10 businesses or programs where DreamYard seniors could gain workplace experience. It will be the Internship Coordinator's responsibility to connect students with and manage the Internship Program, ensuring that both businesses and students are having a productive experience that will prepare DreamYard Prep students for the 21st Century workplace.

In addition to the ELT Program outlined in Section 6, Counseling in Schools will support DY Prep with programming directly aligned to supporting social emotional development of students and families. When the ELT program ends at 3:55pm, Counseling in Schools will work in collaboration with DY Prep staff, DreamYard Project Teaching Artists and Step Up mentors to provide an extended after-school program. This program will occur Monday through Thursday from 4pm to 5:30pm and on Saturdays from 9am to 1pm. The after-school program will include AIS services outlined in Section 8 of this document, as well as Group and Family Counseling, high-interest programs like Drumming and Intra-Mural Sports, and other activities that are identified in an interest survey that will be given to students and families at the start of the 2015-16 School Year.

In collaboration with the Parent Coordinator, the Community Director will hold monthly workshops with families around topics identified in the interest survey, as well as from data gathered from home visits. For example, if a large number of families express interest in learning more about healthy cooking, a workshop series around this topic will be held. In addition to these workshops, the Parent Coordinator and Community Director will hold monthly forums where parents can express concerns and provide new ideas to the school on how to better serve their children. Parents will also be encouraged to join the We are the School Committee to participate directly in school decision-

making. For parents not on the We are the School Committee, a portion of these monthly forums will be dedicated to sharing out key information on issues impacting the DY Prep Community and plans of action to address these issues.

A weekly standing meeting with the Community Director will become a part of the Principal's Calendar. In addition to this meeting, the Community Director will become a key participant in all meetings where stakeholders are analyzing student data. In particular, the Community Director will be asked to participate in SIT team, Attendance Team or Support Services Team meetings focused on analyzing academic and behavioral progress of students on Intervention Plans. The Community Director will be part of the Professional Development strand the school plans to implement on tracking student data. The Community Director, Internship Coordinator, Attendance Liaison and mentors will all be given training on how to use Skedula, the school's online grading and behavior tracking system.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School 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 with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The Community Director in collaboration with the Principal, Assistant Principal and Director of School Renewal will oversee the implementation of the Community School program and will be responsible for monitoring the progress of the program. Because the Community School program will be a true collaboration amongst all stakeholders, the school social worker, guidance team, culture team, We are the School Committee, teachers, students and families will all be involved in program implementation.

DreamYard Project, Step Up and New Settlement will all coordinate a joint ELT program as described in Section 6.

The Community School Program will be evaluated by the impact it has to raise credit accumulation, decrease chronic absenteeism and raise overall attendance rates at DY Prep. Bi-weekly meetings focused on data analysis of these key areas will occur. If the data is not trending in a positive direction, adjustments to the program will be made. All DY Prep stakeholders will be given multiple opportunities for feedback on the program throughout the year. This feedback will be taken into consideration in addition to the data analysis to determine the effectiveness of the program.

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

Resources needed:

- Counseling in Schools will provide the bulk of ELT programming on Mondays and Wednesdays when teachers are meeting or having Parent Engagement time
- Counseling in Schools will support the after-school program from 4:00pm to 5:30 through providing mental health services and high-interest activities for students and families
- Internship Coordinator
- Attendance Liaison
- Community Director
- Sub-contracting for STEM courses and SAT Prep
- Financial resources to support attendance incentives for students and families

- Instructional materials for ELT and After-school programs
- Potential financial support for CUNY, College Now and the college application process
- Support for College Trips

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

June 2015

- Hire a Community Director
- Meet with Counseling in Schools to conduct a needs and asset assessment

July/August 2015

- Community Director meets with Parent Coordinator, Principal, Dean and Social Worker to determine students in need of home visits
- Intervention plans for targeted students are made
- Internship Coordinator and Attendance Liaison are hired
- ELT and After-school program is scheduled
- Sub-contracted areas are hired/determined
- Attendance data for 2014-15 is analyzed and target population is set
- Potential Internships are identified
- Counseling in Schools meets with DreamYard Project, Step Up and New Settlement to coordinate services
- Group meeting of targeted students and families is held

September 2015

- Internship Coordinator and Attendance Liaison begin work
- Internships are determined and matched to students
- ELT and After-School Program begins
- Intervention Plans given to students and families
- Orientation meeting introducing the Community School Program is held for all families
- Goals and targets for students on Intervention Plans are set
- Interest survey given to students and families

November 2015

- First Life-Ready Conference happens
- Impact of Intervention Plans for First Marking Period is discussed with families
- Adjustment of Intervention Plans happens according to data

December 2015

- Community Program holiday event
- Second Marking Period Intervention Plan check-point

January 2016

- Team evaluates ELT and After-school offerings for impact on student achievement
- Adjustments are made based on data analysis

February 2016

- Recognition ceremony for students that have met their Intervention Plan Goals
- New target population for Semester 2 is determined
- ELT and After-school for Semester 2 begins
- Internships for Semester 2 begins
- New Intervention Plans and goals are set and shared with families and students

March 2016

- Life-Ready Conferences
- Impact of Intervention Plans for First Marking Period is discussed with families
- Adjustment of Intervention Plans happens according to data

June 2016

- Evaluation of Community School Impact
- Goals and adjustments for 2015 are met

Section 8: Academic Intervention Services (AIS)
(Required for All Schools)

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

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

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1. Students with mandated counseling 2. Students exhibiting signs of chronic absenteeism.X	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
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Section 9: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Targeted interview process • Working with Office of Teacher Recruitment to target high-quality recruits • Attending a Hiring Fair just for Renewal Schools • Targeted professional development; on-site and off-site • Department and SIT team scheduling of students • ICT planning meetings <p>Teacher mentors from staff to new teachers</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Support from DSR around Rigorous Instruction and Multiple Entry Points for All Learners • Participation in Literacy Design Collaborative • STEM PD for Science and Math Teachers • Literacy PD from Teachers College • Participation in CUNY at Home for Math and ELA Teachers • Training from OYSD around social-emotional practices • Counseling in Schools working with teachers around social-emotional support • Department Heads and SIT Team Leaders attend Model Schools Conference with Principal

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Assessments will be determined by Department Heads in after-school Department Head meetings. Teachers will receive Professional Development in the use of data-driven instruction throughout the year as part of the school’s PD plan. This will be facilitated by outside consultants.

4c. “Conceptual” Consolidation of Funds in SWP Schools

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	329,889.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,340,293.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input 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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

The 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 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 to the class is rolling, and CASA welcome new parents each week. As of Octorber 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"> • Per session • Per diem 	_____	-
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	-	-
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	-
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 329
School Name Dreamayard Preparatory High School		

B. Language Allocation Policy Team Composition

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

Principal Alicia Wargo	Assistant Principal Jeremy Kaplan
Coach Melissa Ramos	Coach Melissa Ramos
ENL (English as a New Language)/Bilingual Teacher	School Counselor Melanie Vasquez
Teacher/Subject Area Naomi Pharr/ENL	Parent Malika Bryant
Teacher/Subject Area Sean Watkins/ENL	Parent Coordinator Nydia Jimenez
Related-Service Provider Anita Grant	Borough Field Support Center Staff Member Olga Mejia-Glenn
Superintendent Caroon Staples	Other (Name and Title) Steven Cruz/Special Ed Chair

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	312	Total number of ELLs	56	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	43	ELL Students with Disabilities	7
SIFE	12	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	11

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	39	11	1	7	1	2	10		4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

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

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): <u>5</u>	Number of students who speak three or more languages: <u>0</u>

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										17	20	14	3	0
Chinese														0
Russian														0
Bengali											1	1		0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Soninke										1	1			0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										3	12	7	2	0
Emerging (Low Intermediate)										5	0	3	1	0
Transitioning (High Intermediate)										0	2	1	1	0
Expanding (Advanced)										0	2	4	0	0
Commanding (Proficient)										2	3	2	6	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total											3	4	6	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										5	8	10	12	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	23		8	
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____	32		7	
Chemistry				
Earth Science	3		0	
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	27		4	
Geography				
US History and Government	14		12	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Currently, 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 their classes 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. As an ENL department, we are in the process of developing a literacy assessment that we can give to students annually to in order to consistently track literacy during the duration of ELLs high school career.

Our school recently purchased ION to as a literacy support for our school. ION was chosen because they have multiple supports for various populations. ION has native language support in Spanish which supports the L1 of 90% of our ELL population. Moreover, ION offers a feature in which students can choose to have book read aloud. The various scaffolds built into ION will allow all our ELLs to access literature at their zone of proximal development and allow them to develop a stronger base in literacy. Since they can access text at their level and receive immediate feedback, ION will help them to instantly know what their strengths and weaknesses are as it relates to their literacy.

Also, there are tools on ION that teachers can use to track students' literacy development over time. We are currently registering our ELLs on ION and using this tool as a pilot to measure literacy. If we learn that ION is an appropriate tool to measure students literacy over time, we will continue to use ION as one of the many resources that we use to measure ELL literacy.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns that are revealed from the NYSITELL and NYSESLAT are that the majority of our ELL population is students whose L1 is Spanish (91% of the overall ELL population). Our students whose L1 is Spanish are scoring EN or EM on the NYSITELL and/or NYSESLAT. They have shown growth over the year/s that they have been in NYC schools, but they are taking the full three years to develop their CALPs enough to score in the higher ranges (TR,EX,CM) of the language proficiency exams. The remainder of our ELL population who have an L1 other than Spanish (Bengali/Soninke) are acquiring CALPs at a faster rate. They are able to score on (TR, EX, or CM) on the NYSITELL/NYSESLAT within 1-3 years. It is important to note that the aforementioned students generally tested

higher on their initial entrance exam, and came into our school with higher levels of literacy in their L1 than our overall population.

Our data shows that our newcomer population (1-3 years of service) whose L1 is Spanish, increase their level of language proficiency at a slower rate than students whose L1 is a language other than Spanish. However there are some students whose L1 is Spanish that do not follow the trend and progress in language faster than the overall population of newcomer ELL whose L1 is Spanish. The students whose L1 is Spanish and have been able to develop their L2 faster (9%) than the overall population, all came to DreamYard with higher levels of literacy in their L1 and have been able to transfer their L1 skills to help them develop their L2 and a faster rate than their peers. This trend is consistent with theory of language acquisition that state that if a student has a stronger L1 they will be able to transfer their literacy at a faster rate than a student whose L1 literacy is not as developed.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Patterns across NYSESLAT modalities affect instructional decisions in that they determine, in part, which leveled classes students will be placed and which particular instructional supports will be used in those classes. DreamYard uses Annual Measurable Achievement.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a.) The pattern in the ESL program across proficiencies shows that students who score in the lower levels of language proficiency, entering, emerging have a more difficult time accessing the language whether the assessment is in English or their home language. As students proficiency in English increases, they fare better on assessments in both English and their home language. ELLs that take assessments in their home language as opposed to English, often have difficulty accessing the academic vocabulary in their home language, since they learn the content and words in English, coupled with the fact that they have gaps in their L1 literacy causes them to have difficulty identifying corresponding terms in the home language on tasks that require specificity.

b.) School leadership and teachers use the results of ELL Periodic Assessments to determine how to differentiate instruction, determine the best instructional program for each students and to determine what support students will need to continue to develop ELLs language proficiency in the four domains of reading, writing, listening and speaking. In addition to the annual NYSESLAT results, all core content teachers administer Interim Assessments four times a year. The ENL department Inter

c.) From the Periodic Assessments, DreamYard is learning that there are two areas that ELLs need additional support. The two areas that ELLs need intensive support is academic language development and argumentative writing. Our population is able to make arguments, but they have a difficult time using evidence to support their argument.

The native language is used mainly to provide support, multiple entry points and cultural relevance to our ELLs who have scored EN and EM on the NYSESLAT. As ELLs level of English proficiency increases, supports are lessen to decrease students dependency on the home language. However, if we realize that a student at a higher level of proficiency need native language support we will give it to them on a case by case basis. At the high levels of language proficiency the native language support tends to be for directions or complex ideas, as opposed to the lower levels where language support may be used for content specific vocabulary, directions and linguistic support. Most of the home language support is given in written form, however, some support is given orally.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

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. However, we have Student Intervention Teams for each grade level. We have an ESL teacher on each grade team. The grade teams meet once a week for an hour to discuss students who need additional interventions to access material in their classes. The SIT team is comprised of all content teachers for the grade, a ENL instructor, a SPED instructor, and a member of support services. If we identify a student who needs additional supports to access the materials in class, we decide as a team how to support the student and then implement those interventions across all content classes.

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

ENL teachers ensure that a child's second language development is considered in instructional decisions by consistently advocating for our students in our co-teaching partnerships, in the ENL and content-area classrooms, as well as in forums for staff collaboration such as Student Intervention Team meetings, department meets and intervention meetings. In addition, we group the students by proficiency level in their ENL classes so that we will be able to support their English language development optimally.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

N/A ENL Model

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
After students sit January, June August Regents we evaluate regents data and isolate topics and skills that students does not demonstrate mastery on. ENL and/or content teachers work together to develop strategies to reteach materials and help students reach mastery. ENL and content teachers also evaluate Interim assesments 4 times a year after IA teachers analyze results and isolate areas that students did not master content and develop strategies to reteach materials to help improve in their classes.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The initial identification process begins with the pupil accounting secretary, who provides parents with all of the documents necessary for matriculation. The pupil accounting secretary refers the parent to the ENL teacher (NYS Certified in TESOL) Idanesa Then-Maldonado ESL and Spanish teacher and Department Head. If she suspects they speak a language other than English, and the ENL teacher conducts a short interview to explain the Home Language Identification Survey, administer the survey, and discuss the possible outcome of the LAB-R if they are Spanish speaking, 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 ENL teacher will then give the parent(s) an opportunity to ask questions and voice concerns. NYSITELL is administered to identify the students’ English Language proficiency.
If the parent indicates that the student speaks a language other than English at home on the HLIS, the NYSITELL and LAB-R (when applicable) are administered to the student. The initial raw score is determined using the most recent memo containing cut scores. Once the school has access to the raw score for the respective student, the counselor and ENL teacher together determine a program for the student that will best meet their learning needs as an ELL. If the student needs to be placed in a self-contained ENL class, a brief home language reading and writing sample is given to the student. The information from the reading and writing assessment is used as to determine students’ literacy level and inform staff how to use native language supports during instruction.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
When new students arrive, the ENL Department will look at the RSFE and RLEC reports to identify if the students have been previously identified as SIFE. However, that is not the only measure used to identify SIFE students. Grade teams and the ENL department meet weekly to discuss the needs and challenges that we observe in students across contents. If we suspect that a student is SIFE, student work is collected and further tests are administered on a case by case basis. As a department we do not currently have a standardized procedure to access SIFE. We will be working together to develop a standardized procedure so that can better serve our students.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
When a newly enrolled ELL student with an IEP is initially enrolled LPT members conference to determine the program at our school that will best support the student. We review both the IEP and applicable ENL paperwork, NYSITELL results. After determining the best program for the student, a schedule is created. After the initial placement of the ELL, the team continues to meet and discuss the needs of the student and adjust the instruction/programming if necessary.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
As soon as we receive the results from the NYSITELL we send a letter both with the student and through the mail to the parent/guardian to inform them of the results of the exam. If the letter does not come back in the first 2-3 days, a call is made to the parent to both verify if they have received the letter and request to confirm results of the assessment. During the call, the ENL chair verifies that they understand what the placement means and explains the next steps.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During intake parents are informed about the ENL programs and assessment procedure. During the intake they are also informed of their right to both choose an ENL program and also to appeal their child's placement in an ENL program if they feel that their child would benefit from a different setting.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The ENL Department make sure parents come to a new ELL parent orientation in the beginning of the year. where we give out a lot of information about ELLs shoe a video explaining about the three differrnent programs. We make phone calls, we send invitation letters home, we send phone messages.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ENL Department head interviews parents when they come to register their children. Iso send home the surveys and the program selection with the student asking for them to bring it the next day and our last option is to gather tose forms in the ESL parent orientation visit.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL Department head send it home again with the student for them to bring it the next day. Lastly we will made them home with a note to send the back either with the student or by mail.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ENL Department head make sure that students get the letters home and also mail them home.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The ENL Department head has a file for each student with contains folders with all the pertinent documents (HLIS, non entitlement, entitlement letters, student work if applicable). We keep the files in the room 443, which is the dedicated ENL room.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT administration begins with an ENL department meeting in which student lists are divided among the ESL teachers and a schedule is created to determine the days, periods and rooms that will be used for test administration. Students take different parts of the test in groups and individually according to the topic

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ENL Department head sends letter to parents at the beginning of the year once we receive the NYSESLAT results. We give letter to the students to carry home, but we also send letter via the post to make sure parents receive notification of their child's status for the current school year.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

100% of the parents have chosen ENL as their program of choice, thus our program model is aligned with parent choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

ELL instruction is delivered in several different structures. ELLs are placed in self-contained or free standing classes that incorporate data-driven ENL 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 ENL class and in additional co-taught core classes.

The program models that are used at DreamYard are a block model for co-taught content classes and an ungraded model for self-contained ENL classes. Beginner ELLs move from their self-contained ENL 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 ENL class in order to receive appropriate instruction with appropriate balance of rigor and scaffolding.
 - b. TBE program. *If applicable.*
N/A -ENL program
 - c. DL program. *If applicable.*
N/A - ENL program
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The organization of the staff ensures that all students meet their mandated number of minutes through collaborative teacher partnerships in which an ENL teacher is paired with one or more members of a content area department (history, science or math) and teachers one hour-long ESL block class with them per day. ALL ELLs meet their mandated minutes through a combination of their daily self-contained ENL 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 ENL

 - a) Explicit ENL minutes are delivered via self-contained ENL 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 ENL teacher's discretion or upon discussion among the ENL department as a whole.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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 between 30 minutes through an hour and a half 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 ENL 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. ENL teachers may also use small-group instruction to lead ELLs in a parallel, high support lesson during content area instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ENL teachers and the ENL Department chair that students are evaluated in their home language.
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, ENL 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 ENL 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a) DreamYard's instructional plan for SIFE includes intensive one-on-one support from one or more teachers on the ENL 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 ENL department to develop a support plan for SIFE students on an individual basis. ENL 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 ENL support after school for 1-2 hours per week. The tutoring builds community after school and provides ELLs with additional literacy, instructional time and general academic and social support. Moreover, we are a renewal school and are required to offer an extra hour of support after school. During this additional learning time, we have programed all SIFE students for classes that specifically focus on building their literacy.

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 home language diagnostic and placement in a proficiency-appropriate ESL class, ELLs with zero to three years of service are usually programed 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 havedual language dictionaries at their disposal.

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

N/A

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

Instruction strategies used with ELL-SWDs include sentence frames, graphic organizers, quite writes, cloze exercises, co-tough classes to support language acquisition when using grade level materials. These strategies and materials provide access to interdisciplinary academic content by providing the langugae support the students need to assess the material.

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

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 2015, 11 ELLs scored “proficient”, 11 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 2014 School Learning Environment Survey.

Chart

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

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

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

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



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

Chart

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

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

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

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

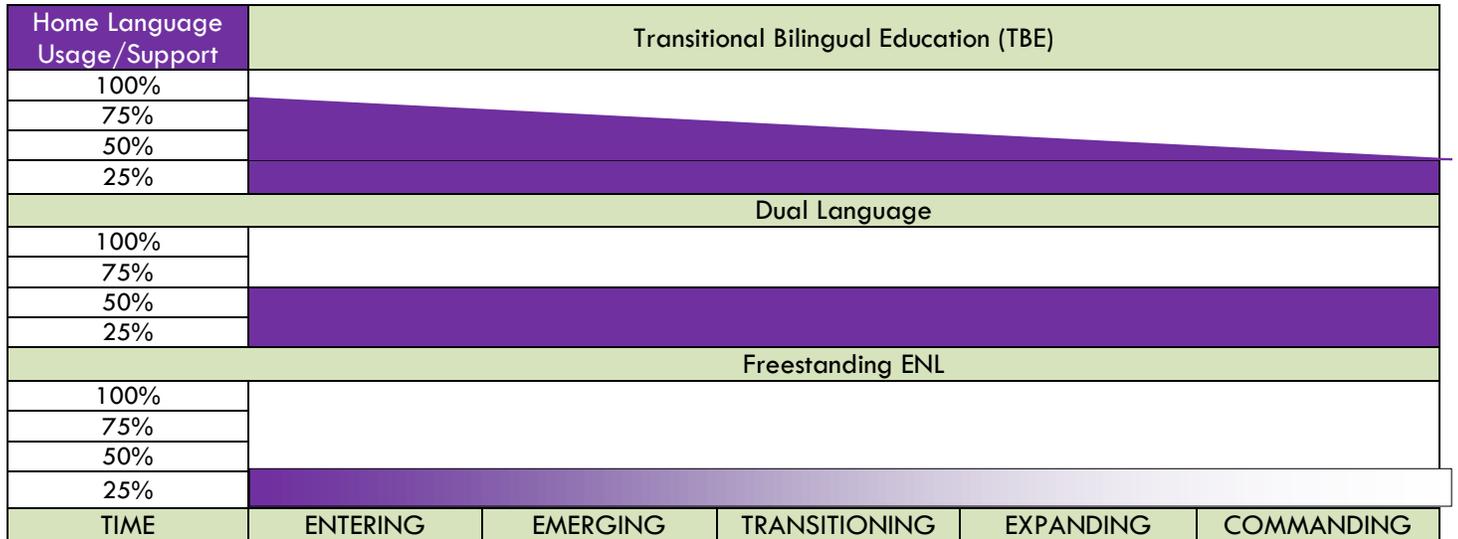


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted 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 after 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. After school 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 after school 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.

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

The program is effective because students get to develop their language to be successful in passing their regents and graduate within a fair time for ELLs.

12. 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 2015-2016 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 2015-2016 school year.

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

Last year we had a program called CASA that offered L2 support for parents of ELLs so that they could transition and have survival language to use in NYC. Moreover the class created a safe space for parents to build community with adults who had similar experiences to their experience. We discontinued the class because we are currently we are teaching extended day and the teacher do not have the time to comit to this additional class. Also, we will be implementing bi-month parent meeting with the parents of ELLs, so we believe that they will able to be support in this new environment.

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

ELLs are afforded equal access to all school programs as a result of the programming policies upheld at DreamYard, as well as the advocacy of ENL teachers and guidance personnel who are well-versed in ENL 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 ENL teachers in co-taught classes, with the addition of ENL and native-language support where necessary and effective.

After school and supplement programs including Regents Prep, credit recovery, night school, Saturday Academy, 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.

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

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 laptop carts with 25 Macbook Pros/Google Cromes that teachers can use upon making a reservation with the teachnology teacher. Teachers also 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. In about 50% of the classes, teachers use google classroom. Assignments are loaded into the teachers' classroom account and students can complete their assignments on the account. In art class and ENL class, student also have started working on online individual blogs.

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

As DreamYard only offers an ENL 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 ENL 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, 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. Moreover, ENL teachers work alongside with content teacher to ensure that home language is being used in the class room in a manner that values home language while simultaneously stressing the importance of acquiring higher levels of proficiency in the language domains of Reading, Writing, Listening and Speaking.

17. Explain how the school ensures all required services/resources support and 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 ENL 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 ENL 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 ENL class may be programmed for a mainstream ELA class in order to hone their language skills alongside native English speakers. In addition, ENL 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 ENL 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.

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

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.

19. What language electives are offered to ELLs?

The only language offered in the school is Spanish and AP Spanish

20. For schools with dual language programs:

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

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 - 1.) Professional development plans for the ENL department are made collaboratively at the department meetings. At this time, OELL offerings are periodically discussed and ENL teachers may volunteer to attend a PD and report his/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 ENL teacher attend a particular PD for the purpose of learning and reporting back to the staff. Each ENL teacher attends between one and three off-site ELL-specific PDs per semester, either individually or in combination. At least two ENL 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-
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 - 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 ENL teachers to pursue off-site PD on ELL-specific Common Core topics are also available. It is expected that teachers will document the PD and house copies of any materials provided in the files in the dedicated ENL classroom for future reference.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In order to help staff assist ELLs as they transition from middle to high school, we have an ENL teacher on the 9th grade team. The ENL teacher helps staff plan the for the freshman orientation. The 9th grade team works with Ms. Pharr to integrate ELL strategies into their instruction and collaborate on interventions that may help ELLs that are having trouble adjusting socially or academically to the high school setting.

Throughout the school year ENL teachers conduct PD's for the entire staff to help them understand how to implement best instructional practices for ELLs. Thus far, an ENL teacher, Ms. Pharr and a Science teacher, Ms. Pierre Louis, presented the reading strategy CSR to the entire staff. We will continue to offer PDs throughout the year to support staff in working with ELLs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

In order to meet the 15% PD hours ELL training for all staff and special education pedagogues are provided at DreamYard through a combination of teacher led PD and on-site PDs conducted 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. We use the 80 minute PD sessions during the work day to give PD. 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. In order to meet the 50% PD hour training for ENL staff, ESL staff attend specialized training with a network support specialist. ENL teachers also attend PD with the Office of ELLs. In addition, ENL teachers also meet for an entire school day once every other month to align curriculum across the ENL classes.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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. 20 parents attended the October 19, 2015 Orientation. Parents of ELLs are also encouraged to attend parent teacher conferences via a targeted call list composed by the ENL 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, ENL teachers make and log calls home to conduct parent discussions and provide contact information so that parents can reach them at their necessity.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

We have a binder which we file meeting agendas, meeting materials, records of calls, and copies of correspondence sent home to parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. This year we have the CBO Counseling in Schools in as a part of our community. We have brainstormed ways that the CBO will work with us to reach out to parents of ELLs, but specific plans have not been finalized with meeting dates and times.

Counseling in School will help support us re-introduce the Parent CASA language program. They are also helping us organize informational workshops for parents around topics such as Skedula, High School Credit Accumulation, Regents-What are they and how do help prepare my child, etc. Also, after meeting with parents we will take their feedback and create workshops based on topics they are interested in further exploring.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? This year we have the CBO Counseling in Schools in as a part of our community. We have brainstormed ways that the CBO will work with us to reach out to parents of ELLs, but specific plans have not been finalized with meeting dates and times.

Counseling in School will help support us re-introduce the Parent CASA language program. They are also helping us organize informational workshops for parents around topics such as Skedula, High School Credit Accumulation, Regents-What are they and how do help prepare my child, etc. Also, after meeting with parents we will take their feedback and create workshops based on topics they are interested in further exploring.

5. How do you evaluate the needs of the parents?

We evaluate the needs of parents through on-going communication with parents. In the past, we communicate with parents through phone calls, individual meeting, workshops and received feedback informally through conversations with parents. However, this year we are adding an evaluation/feedback form to parent workshops/meeting so that we will have documented feedback so we can more effectively meet the needs of our parents.

6. How do your parental involvement activities address the needs of the parents?

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 Parent association committee 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.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: Dreamyard Preparatory HS**School DBN: BX329**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alicia Wargo	Principal		10/28/15
Jeremy Kaplan	Assistant Principal		10/28/15
Nidia Jimenez	Parent Coordinator		10/28/15
Idanesa J Then-Maldonado	ENL/Bilingual Teacher		10/28/15
Malika Bryant/PA President	Parent		10/28/15
Naomi Pharr/ESL	Teacher/Subject Area		10/28/15
Sean Watkins/ESL	Teacher/Subject Area		10/28/05
Melissa Ramos	Coach		10/28/15
	Coach		
Melanie Vasquez	School Counselor		10/28/15
	Superintendent		10/28/15
Olga Mejia-Glenn	Borough Field Support Center Staff Member _____		10/28/15
Nakia Perkinson	Other <u>School Counselor</u>		10/28/15
Steven Cruz	Other <u>Special Education Te</u>		10/28/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 09X329

School Name: Dreamyard Preparatory High School

Superintendent: Carron Staple

Before you begin, please check the following:

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

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

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

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

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

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

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: Creating a Communications Calendar

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

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.

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

Throughout the year the school have 3 parent teacher conferences (11/19, 11/20, 3/10, 3/11, 5/10). At the parent conferences, parents interact with teachers and support staff. Thus far, we had one family night, an ENL parent orientation, open house night (10/19). This meeting was both formal and informal in nature. We reviewed official ENL documents with the parents, had them complete mandated paperwork and watch the entitlement video, but we also set time aside to meet with each parent about their child. All the ENL teachers (Then, Watkins and Pharr) were in attendance for the meeting with the parents.

In addition, most of the staff communicate with family via email and phone calls. Call are primarily made during our parent engagement time from 3:00-3:35 on Wednesdays, however if a situation comes up in which parent contact is required calls are made as needed. The majority of our ENL students speak Spanish. If a staff member is unable to communicate with a parent because of a language barrier, There are multiple teachers on staff that assist with translation (Then, Watkins, Salas, Pierre-Louis, Blanco). Also, Ms. Jimenez, our parent coordinar helps with translation and making phone calls.

If there is an ENL student who is a LTA or needs additional family outreach, Ms. Jimenez does home visits to directly communicate with parents. The students in need of a home visit are identified by either the attendance team or SIT (Student Intervention Team) .

This year we have the additional support of Counseling in Schools. Counseling in Schools provides week

Part C: Providing Language Assistance Services

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

1. All documentation 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. The ESL Department also helps translating documents for the school and to send out to families.

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

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

Part D: Training Staff on Policies and Procedures

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

Information is distributed at staff meetings.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Part F: Monitoring and Quality Control

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

The school use parent, teacher conference, family nights and in house surveys to gather information and get feedback from parents.