



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME :

ASPIRATIONS HIGH SCHOOL

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

23K646

PRINCIPAL:

Ms. SHERMILA BHARAT

EMAIL:

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SUPERINTENDENT:

AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Shermila Bharat	*Principal or Designee	
Jeff Kaufman	*UFT Chapter Leader or Designee	
Barbara Hargraves	*PA/PTA President or Designated Co-President	
Yolanda Mendez	DC 37 Representative, if applicable	
Joey Nieves Tationa Drumgold Cheynnia Watson Kamira Young	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Saran Shields	CBO Representative, if applicable	
Rosemary Beck	Member/Teacher	
Jasmine Jackson	Member/ Parent Coordinator	
Reggie Young	Member/Parent	
Renee Atchinson	Member/Parent	
Gloria Gadsby	Member/Parent	
Christopher Johnson	Member/Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN [ELA AYP IMPROVEMENT]

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 30, 2012, increase the number of students meeting the NYS ELA AYP by 3% for the 2011-12 SY for Cohort 2008.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

AHS was placed on the NYS SINI List for not achieving ELA AYP for two years in a row. This year we implemented a transcript-by-transcript recruiting analysis of all students applying for enrollment and found that ELA proficiency and credit accumulation were especially deficient in all incoming students. Given that our students were entering AHS as over-aged and under-credited, we understood that these incoming statistics would negatively affect our NYS performance ratings, and needed specific remedial intervention.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,

Weekly goal-status meeting with teachers, AP Instruction and Principal to review progress and make necessary strategy adjustments. Although practical application will start after January Regents, planning and prep will begin in December for a January implementation'

- ID subgroups in need of instructional assistance: a) students who have taken ELA Regents and did not score 65+; b) students who are scheduled to take ELA Regents in 2012 for first time and/or are not achieving minimum 70% class grade (C) based upon most recent Benchmark scores.

1. Drawing Conclusions (e.g. notice and identify patterns, organizing facts and given information, making judgment, using evidence to support)
2. Making Predictions (e.g. looking for patterns and sequences of events, relate to real-life experiences, making educated guesses based on prior knowledge)
3. Previewing Texts (e.g. fast "once-overs," looking for bold print words, reading questions first, reading topic sentences to get general flow, read captions)

- b) staff and other resources used to implement these strategies/activities,
- c)
 - a. Principal, AP Instruction/Guidance Counselor/Data Specialist, Parent Coordinator. AP/Principal to meet with subject area teachers to ID student performance area deficiencies and construct a specialized “ILP” (Individual Learning Plan) for each student to succeed;
- d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - a. Initiate Saturday 90 minute Help Classes; minimum attendance: 2 Saturday classes a month.
 - b. Mandate 37 ½ minute tutoring at least twice weekly
 - c. Weekly practice Regents Quiz in deficiency area; review of results on Saturday or Tutoring class following Quiz Day
 - d. Give each student an AYP “Kit” to be used at each Help Class: notebook, pen, and Regents Review Book
 - e. Weekly goal status meetings with teachers and AP Instruction/Principal to review progress and make necessary strategy adjustments;
- e) Time line for implementation.
 - a. Plan to begin Week of December 12th:
 - i. ID students by December 5th
 - ii. Calls/letters to start going out week of December 13th
 - iii. Reminder calls (School Messenger) and post cards start January 2nd and repeated once a month.
 - iv. Saturday classes start January 7th
 - v. Teacher AP/Principal meetings 5th Period each Tuesday

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - b. Call/write to each parent/guardian regarding their child's AYP status; issue a letter/contract for student and parent signature committing to do all specified work necessary to achieve student success on Regents: i.e. a 65+ grade
 - c. Reminder calls (School Messenger) and post cards start January 2nd and repeated once a month.
 - d. In compliance with PIP, all parents/guardians will be initially contacted by personal phone calls and letters
 - e. This goal will be included in monthly PTA and SLT agendas
 - f. Pre-Regents "rally" dinner with parents and students one week prior to Regents exams
 - g. Incentive award: drawing for iPad among all students achieving 65+ on Regents

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Our teachers are highly qualified
 - See all other sections of this goal re ensuring staff is highly qualified

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - This goal will run in tandem with PPR Goal to improve attendance.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy), Title I Funds, ARRA RTTT Funds, Contract for Excellence and human resources will be used to implement this plan of action to target at risk students from September 2011 through June 2012 as indicated below:

- **NYC school budget and additional funding are required for**
 - **Supervisor per session – 2 days per week**
 - **Teachers per session – 2 days per week for after school programs and differentiated professional development**
- **Consumable instructional materials for use during extended day programs, including:**
 - **Funding one I Pad or other electronic device as incentive for students**
 - **Funding two Parent Rally Dinners**
 - **Funding Postal Expenses**
 - **Funding Regents Review Books and other materials for proposed “AYP Kit.”**

ANNUAL GOAL #2 AND ACTION PLAN [MATH AYP IMPROVEMENT]

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 30, 2012, increase the number of students meeting the NYS Math AYP by 3% for the 2011-12 SY for Cohort 2008.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

AHS was placed on the NYS SINI List for not achieving Math AYP for two years in a row. This year we implemented a transcript-by-transcript recruiting analysis of all students applying for enrollment and found that math proficiency and credit accumulation were especially deficient in all incoming students. Given that our students were entering AHS as over-aged and under-credited, we understood that these incoming statistics would negatively affect our NYS performance ratings, and needed specific remedial intervention.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Weekly goal-status meeting with teachers, AP Instruction and Principal to review progress and make necessary strategy adjustments. Although practical application will start after January Regents, planning and prep will begin in December for a January implementation'

- ID subgroups in need of instructional assistance: *a) students who have taken Math Regents and did not score 65+; b) students who are scheduled to take Math Regents in 2012 for first time and/or are not achieving minimum 70% class grade (C) based upon most recent Benchmark scores.*

1. Charts and graphs (e.g. keys and labels, main topic or trend, id relationships between data, make general observations)
2. Drawing Conclusions (e.g. notice and identify patterns, organizing facts and given information, making judgment, using evidence to support)

3. Sequencing (e.g. making pictures or diagrams to demonstrate order, using timelines or chronological order, writing clear instructions, look for key words such as (“before, after, next, last, etc”
 - f) staff and other resources used to implement these strategies/activities,
 - a. Principal, AP Instruction/Guidance Counselor/Data Specialist, Parent Coordinator. AP/Principal to meet with subject area teachers to ID student performance area deficiencies and construct a specialized “ILP” (Individual Learning Plan) for each student to succeed;
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - a. Initiate Saturday 90 minute Help Classes; minimum attendance: 2 Saturday classes a month.
 - b. Mandate 37 ½ minute tutoring at least twice weekly
 - c. Weekly practice Regents Quiz in deficiency area; review of results on Saturday or Tutoring class following Quiz Day
 - d. Give each student an AYP “Kit” to be used at each Help Class: notebook, pen, Regents Review Book, small packet of energy trail mix
 - e. Weekly goal status meetings with teachers and AP Instruction/Principal to review progress and make necessary strategy adjustments
 - h) Time line for implementation.
 - a. Plan to begin Week of December 12th:
 - i. ID students by December 5th
 - ii. Calls/letters to start going out week of December 13th
 - iii. Reminder calls (School Messenger) and post cards start January 2nd and repeated once a month.
 - iv. Saturday classes start January 7th
 - v. Teacher AP/Principal meetings 5th Period each Tuesday

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - b. Call/write to each parent/guardian regarding their child's AYP status; issue a letter/contract for student and parent signature committing to do all specified work necessary to achieve student success on Regents: i.e. a 65+ grade
 - c. Reminder calls (School Messenger) and post cards start January 2nd and repeated once a month.
 - d. In compliance with PIP, all parents/guardians will be initially contacted by personal phone calls and letters
 - e. This goal will be included in monthly PTA and SLT agendas
 - f. Pre-Regents ""rally"" dinner with parents and students one week prior to Regents exams
 - g. Incentive award: drawing for iPad among all students achieving 65+ on Regents

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Our teachers are highly qualified
 - See all other sections of this goal re ensuring staff is highly qualified

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - This goal will run in tandem with PPR Goal to improve attendance.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy), Title I Funds, ARRA RTTT Funds and human resources will be used to implement this plan of action to target at risk students from September 2011 through June 2012 as indicated below:

- **NYC school budget and additional funding are required for**
 - **Supervisor per session – 2 days per week**
 - **Teachers per session – 2 days per week for after school programs and differentiated professional development**
- **Consumable instructional materials for use during extended day programs, including:**
 - **Funding one I Pad or other electronic device as incentive for students**
 - **Funding two Parent Rally Dinners**
 - **Funding Postal Expenses**
 - **Funding Regents Review Books and other materials for proposed “AYP Kit.”**

ANNUAL GOAL #3 AND ACTION PLAN – GRADUATION RATE

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 30, 2012, achieve 2% graduation growth rate over SY 2010-11, in our ongoing effort to meet State AYP.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In 2011, 40.4% of the 6 year cohort graduated. This year, AHS placed on NY State SINI List for not achieving minimum graduate rate. We are cognizant of the NYS Safe Harbor requirement, however are also realistic in the understanding that the majority of our students enter our school, already in their third or fourth year severely under-credited. Increased graduation rate is contingent upon student performance as measured in our other goals.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,

We will incorporate research-based strategies to promote learning, increase math and ELA outcomes and boost graduation rate. These strategies are drawn from multiple researched sources, including other Transfer Schools with successful results. Under an umbrella of “Comprehension Strategies” which will include:

- clear goals and directions
- modeling
- guided practice
- independent practice

We will:

- Make logical inferences from informational text; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Procedurally, we will:

- Use ATS, identify students in each cohort.
- Identify by student a) remaining credit accumulation status and requirement for graduation (including Gym); b) outstanding Regents necessary for graduation.
- Incorporate and track data on Excel Spreadsheet.
 - a) staff and other resources used to implement these strategies/activities,
 - b) staff and other resources used to implement these strategies/activities,
- Data specialist, GC, individual counselors, Family Worker, Teachers
 - a) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- All data will be shared with teachers, who will meet with Principal once a week to review student progress as a group and highlight individuals who require added assistance.

d) timeline for implementation.

- Identification of cohort students: Thursday, December 8, 2011.
- Initial spreadsheet of data (with graduation requirements) will be completed by Friday, January 6, 2012
- Prospective 2012 graduates will have one group Advisory Class a week run by their Counselors and will meet once a week personally with their counselor to review individual graduation status and keep student on track.
- Senior Advisory Classes will commence on Tuesday, December 13th (first day of 2nd Trimester). (It is understood that Advisory will begin before formal initial data spread is issued).
- Incentive award: Recognition at graduation ceremony and rebate of senior dues to all students who attend 100% of Advisory and individual meetings (only doctor's note is valid for absence).
- This goal will align with ELA and Math goals for students still needing those Regents.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - h. Call/write to each parent/guardian regarding their child's pending Graduation status; issue a letter/contract for student and parent signature committing to do all specified work necessary to assure student graduates on time.
 - i. Reminder calls (School Messenger) and post cards start January 2nd and repeated once a month.
 - j. In compliance with PIP, all parents/guardians will be initially contacted by personal phone calls and letters
 - k. This goal will be included in monthly PTA and SLT agendas

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Our teachers are highly qualified
 - See all other sections of this goal re ensuring staff is highly qualified

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- This goal is aligned with meeting requirements of NY State in order to remove Aspirations from the 2011-12 SINI LIST.
- This goal is aligned with Goals 1 and 2 and will make use of (proposed) Saturday classes for credit accumulation/recovery toward 2012 graduation only.
- We are affiliated with the Child Center of New York, which is our Community Based Organization that provides us with additional funding and program support. Additionally, we are making specific outreach to our local City Council Representative, State Assembly and Federal Representatives.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy), Title I Funds, ARRA RTTT Funds and human resources will be used to implement this plan of action to target at risk students from September 2011 through June 2012 as indicated below:

- **NYC school budget and additional funding are required for**
 - **Supervisor per session – 2 days per week**
 - **Teachers per session – 2 days per week for after school programs and differentiated professional development**
- **Consumable instructional materials for use during extended day programs, including:**
 - **Funding one I Pad or other electronic device as incentive for students**
 - **Funding two Parent Rally Dinners**
 - **Funding Postal Expenses**
 - **Funding Regents Review Books and other materials for proposed “AYP Kit.”**

ANNUAL GOAL #4 AND ACTION PLAN (ATTENDANCE – PPR GOAL)

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 30, 2012, increase 2011-2012 attendance by 2% over 2010-11 school year attendance.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

From the 2010-11 Progress Report: AHS “Average Change in Student Attendance” was -2.6%; we earned 1.52 points out of a possible 4 points on the Progress Report.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

- a) **Strategy: New attendance policy (for ex. that immediately contacts and connects the student family, guidance counselor and teacher/student mentor into an Attendance Consultation) created and enacted that will be monitored daily, weekly and monthly throughout the 2011-2012 school year. The Attendance committee will track attendance and for every student on register.**
- b) **Staff and Resources: Attendance Teacher, Administration, CBO staff and teachers**
- c) **Steps: See next page**

- i. **The Attendance Teacher will work with the administration and CBO to review patterns of lateness and absence in order to develop methodologies to address the resolution of issues causing the students to be absent.**
 - ii. **The school will utilize the Phone Messenger System to wake students up every morning.**
 - iii. **CBO staff will call home daily all students who were absent from school on their caseload and provide administration with a log to monitor effectiveness.**
 - iv. **Weekly attendance meetings will occur collaboratively with the CBO, Administration and the attendance teacher to review progress of interventions.**
 - v. **A Family worker was hired to make home visits and work with the CBO and administration to improve student attendance.**
 - vi. **Through special assemblies and celebrations students will be commended and rewarded for arriving to school on time.**
 - vii. **During Open School, administration and CBO staff will meet with the families of the students who are excessively absent. A plan will be devised with the students and families to decrease student absence.**
- d) **Timeline: This is a continuous, on-going process:**
- **Weekly/Monthly celebrations of perfect attendance**
 - **Monthly school attendance**
 - **Feedback from Weekly attendance meetings**
 - **Increased student achievement/credit accumulation for each quarter/semester/year**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies will be implemented to increase the number of parents attending guidance conferences, parent workshops, Parent Association meetings, School Leadership Team meetings, Award Assemblies, and Sporting Events.

- **Administration will engage parents in school decision making which will result in a shared commitment to the school's high expectations and goals.**
- **We will provide assistance to parents in understanding city and state standards and assessments. And parent training will also assist parents in understanding graduation requirements and how to read their child's transcript.**
- **Administration will 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, and Learning Environment Survey Report)**
- **Parents will be given access to *Jupiter Grades* to track student progress and communicate with teachers.**
- **Administration will provide materials and training to help parents work with their children to improve their achievement level.**
- **Parent workshops will be conducted which will focus on graduation requirements and ways parents can help students prepare for Regents Examinations.**
- **Student celebratory activities will be held to engage students and increase parent participation (e.g. Arts Festival, Theatre Productions, Academic Awards assemblies).**
- **Strategies will be implemented to increase the number of parents taking the Learning Environment Survey. And to provide parents with greater opportunity to be involved in the school's decision making process, by increasing their involvement in the school's SLT and various committees.**
- **The e-mail addresses for all staff will be updated and redistributed to all families. This information will also be available on our school's website.**
- **Parents and guardians will be trained on the ARIS system at Parent Association Meetings and workshops provided by the Parent Coordinator and Administration.**
- **The phone messenger system will continually be updated to include important information about school activities including Parent Workshops, Open School information, report card distribution dates, Regents and Acuity Examination dates, sporting event dates and times, and other general school information. The phone messenger will also include prompts for parents to respond to messages and to request for volunteers for specific functions.**
- **Parents will be encouraged to attend Open School, Parent Association General Membership, and School Leadership Team monthly meetings.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Our teachers are highly qualified
 - See all other sections of this goal re ensuring staff is highly qualified

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

This goal is aligned with meeting requirements of NY State in order to remove Aspirations from the 2011-12 SINI LIST.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy), Title I Funds, AARA RTTT Funds and human resources will be used to implement this plan of action to target at risk students from September 2011 through June 2012 as indicated below:

- **NYC school budget and additional funding are required for**
 - **Supervisor per session – 2 days per week**
 - **Teachers per session – 2 days per week for after school programs and differentiated professional development**
- **Consumable instructional materials for use during extended day programs, including:**
 - **Funding one I Pad or other electronic device as incentive for students**
 - **Funding two Parent Rally Dinners**
 - **Funding Postal Expenses**
 - **Funding Regents Review Books and other materials for proposed “AYP Kit.”**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	29	27	17	30	117	N/A	117	117
10	35	25	35	40	117	N/A	117	117
11	13	11	15	21	117	N/A	117	117
12	13	15	11	19	117	N/A	117	117
	90	78	78	110				

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>This year, our numbers in the above chart reflect 2008 NYS 4 Year Cohort: 117 Students in the Cohort, 90 of whom must take and pass the English Regents at a Level 3 or greater. Each of our CEP and PPR goals reflect, in detail, all the AIS Services we must provide to reach NY State AYP. It is the entire focus of our school's efforts in order to remove the school from SINI status.</p>
Mathematics	<p>This year, our numbers in the above chart reflect 2008 NYS 4 Year Cohort: 117 Students in the Cohort, 78 of whom must take and pass the Math Regents at a Level 3 or greater. Each of our CEP and PPR our goals reflect, in detail, all the AIS Services we must provide to reach NY State AYP. It is the entire focus of our school's efforts in order to remove the school from SINI status.</p>
Science	<p>This year, our numbers in the above chart reflect 2008 NYS 4 Year Cohort: 117 Students in the Cohort, 78 of whom must take and pass the Science Regents at a Level 3 or greater. Each of our CEP and PPR our goals reflect, in detail, all the AIS Services we must provide to meet this number as well as reach NY State AYP. Additionally, all Departments meet weekly to exchange data and intervention needs of the entire student body.</p>
Social Studies	<p>This year, our numbers in the above chart reflect 2008 NYS 4 Year Cohort: 118 Students in the Cohort, 110 of whom must take and pass the Global and/or US History Regents at a Level 3 or greater. Each of our CEP and PPR our goals reflect, in detail, all the AIS Services we must provide to meet this number as well as reach NY State AYP. Additionally, all Departments meet weekly to exchange data and intervention needs of the entire student body.</p>
At-risk Services provided by the Guidance Counselor	<p>All students by definition in a Transfer School are in need of AIS Guidance and Social Work Intervention. Each student is assigned a counselor who meets regularly to address both behavioral and academic needs. We follow all Chancellor Regulations and directives regarding discipline, and home outreach regarding both academic and behavioral matters is an integral component of our counseling services.</p>

At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	All students by definition in a Transfer School are in need of AIS Guidance and Social Work Intervention. Each student is assigned a counselor who meets regularly to address both behavioral and academic needs. We follow all Chancellor Regulations and directives regarding discipline, and home outreach regarding both academic and behavioral matters is an integral component of our counseling services.
At-risk Health-related Services	Observance of Intl. Aids Day; free contraceptives available to students who do not opt out; emergency services available as required. Health education classes are part of our regular curriculum. We also screen all students for immunization, vision and TB.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 23K646 **School Name:** Aspirations High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The SQR states that the school needs to expand the level of parent engagement to include consistent opportunities for parents to participate in school decision-making. The school found that the school's partner did not communicate well with parents or support students' social/emotional growth. The school also found that the lack of an established parents' association or interesting parent workshops offered by the parent coordinator hampered efforts to promote greater parent involvement. On the 2011-12 School Survey, only 60% of parents said they strongly agree that they feel welcome in the school; while only 33% of parents said they strongly agree that they had been invited to the school more than once a month, and only 31% said they had talked with a teacher or other adult more than once a month to share important information about their child's academic progress.

The SQR states that the school needs to further develop structures to ensure that effective teacher practice and use of resources result in student mastery of current and evolving State standards; that refined action planning includes long-term goals that focus on student progress as we implement the Common Core Standards; and that the school promotes greater consistency in the use of classroom-level data to differentiate goal setting so all lessons are rigorous and engage students at their level. The 20120-11 Progress Report stated that the school ranked 26.9% for English Weighted Regents Pass Rate in our peer range, and 46.8% in our Mathematics Weighted Regents Pass Rate in our peer range. Our rating for Credit Accumulation in all student categories did not exceed 51.7% in our peer range.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Systems are in place so the school's partner, Child Center of New York, communicates well with parents to support students' social/emotional growth. Counselors now undertake regular transcript reviews with all students, set specific academic goals to keep each student on track to graduate, and participate in regular attendance outreach that includes phone calls home, meetings with students and parents, and home visits.

To support improved student achievement through parent involvement, the parent coordinator was given an expanded office for a parent center, as an inviting space where parents can meet when they visit. The center will have social service brochures, computers so parents can access Jupiter Grades (our online grading system), parenting and special interest magazines, as well as comfortable furniture and refreshments.

The school established a parents' association that meets regularly. This year the parent coordinator is fully involved with the intake process, meeting with new students and their families to complete interest surveys about how the school can best serve them, and personally interviewing parents for further information. The parent coordinator is an active member of our School Leadership Team, and at parent conferences has a desk where parents receive information.

Other steps we will take to support improved student achievement through parent involvement include:

- Administration will engage parents in school decision making which will result in a shared commitment to the school's high expectations and goals.
- We will provide assistance to parents in understanding city and state standards and assessments. Parent training will also assist parents in understanding graduation requirements and how to read their child's transcript.
- Administration will 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, and Learning Environment Survey Report)
- Parents will be given access to Jupiter Grades to track student progress and communicate with teachers.
- Administration will provide materials and training to help parents work with their children to improve their achievement level.
- Parent workshops will be conducted which will focus on graduation requirements and ways parents can help students prepare for Regents Examinations.
- Student celebratory activities will be held to engage students and increase parent participation (e.g. Arts Festival, theatre productions, and Academic Awards assemblies).
- Strategies will be implemented to increase the number of parents taking the Learning Environment Survey, and to provide parents with greater opportunity to be involved in the school's decision making process, by increasing their involvement in the school's SLT and various committees.
- The e-mail addresses for all staff will be updated and redistributed to all families. This information will also be available on our school's website.
- Parents and guardians will be trained on the ARIS system at Parent Association Meetings and workshops provided by the Parent Coordinator and Administration.
- The phone messenger system will continually be updated to include important information about school activities including Parent Workshops, Open School information, report card distribution dates, Regents and Acuity Examination dates, sporting event dates and times, and other general school information. The phone messenger will also include prompts for parents to respond to messages and to request for volunteers for specific functions.
- Parents will be encouraged to attend Open School, Parent Association General Membership, and School Leadership Team monthly meetings.

To further develop school structures to ensure that effective teacher practice and use of resources result in student mastery of current and evolving State standards, and to refine action planning to include long-term goals that focus on student progress as we move to implement the Common Core Standards, the school will do the following:

- Teachers met with administrators at the start of the school year to review school-wide data including Regents results, Learning Environment Survey, and Progress Report. Departments received disaggregated Regents results with item analyses so teachers could begin aligning lessons to specific student learning needs.
- Teachers will attend both on site and off site Common Core Learning Standard Professional Development trainings held by our Network.
- Administration and trained teachers will hold ongoing in- house professional development sessions to educate and assist teachers with the implementation of the Common Core Learning Standards.
- Teachers will use common planning time to meet regularly in Inquiry Teams, meet with CTT co-teachers, and work collaboratively on rigorous curriculum development and CCLS task creation.
- Teachers will also be provided with time that promotes independent and shared reflection opportunities so they can continuously evaluate their classroom practices to improve learning outcomes.
- Administration and teachers will design a collaborative system for measuring progress towards interim and long term goals specifically relating to the implementation of the Common Core Learning Standards.
- Administration will work with teachers to strengthen student work by examining and refining curriculum, assessment, and classroom instruction.
- Professional Development will be provided to assist the teachers in engaging all students in at least one literacy task and one math task aligned to strategically selected Common Core Learning standards.
- Teachers will monitor student progress towards meeting standards. And teacher teams by department will create content rubrics for students to self and peer assess their progress towards meeting standards.
- Individual goal setting for staff at all levels will begin in January that focuses on professional and personal objectives and action plans to translate into improved student achievement.

To promote greater consistency in the use of classroom-level data to differentiate goal setting so that all lessons are rigorous and engage students at their level, the school will:

- Administration will improve instruction by providing high quality, evidenced-based feedback based on formal and informal walk through observations.
- Through professional development and pre observation conferences, the administration will review the parts of a model lesson plan.
- The administration will create and/or use a research-based rubric such as Santa Cruz or Danielson to serve as a focus for teacher development.
- The administration will set clear expectations for teachers.
- Administrators will review the various types of observations with the teachers.
- Administration will continue to share data with teachers that directly impact teaching and student achievement such as Regents Items Analysis, Progress Report, Learning Environment Survey, Quality Review, teacher scholarship data, and the like.
- Inter-visitations will be set up for teachers to share best practices.
- The administration will utilize a common lens for instruction and curriculum.
- Administration will engage teachers in meaningful pre and post observation conferences.
- Administration will engage with teachers in professional goal setting that is aligned with feedback from observation conferences and teachers self-reflections.
- Administrators will attend onsite and offsite professional development sessions provided by our Network to strengthen our own capacity to provide high quality feedback to teachers.
- Teachers will create a self-assessment tool (i.e. a rubric) to self-assess their practice and student performance and on a regular basis will conduct reflections on their beliefs, practice, or any related thoughts or issues.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

We will hire academic consultants from companies and/or organizations with strong track records of successful school improvement efforts to work with our ELA and Math departments and individual teachers in addressing academic areas identified by school wide data sources including the Scholl Quality Review.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Every new teacher is assigned a school-based mentor to support him or her through challenges of the first year of teaching. At Aspirations High School, new teachers develop strong relationships with school-based mentors, who help them grow quickly as teachers. Mentors assist new teachers by co-planning, viewing their classroom practice, and conferencing to help them reflect on their teaching practice. Our mentors share with teachers and administrators the research-based Danielson framework along with other resources to make sure they are focusing on areas they know will improve teacher practice and student performance. This approach allows the mentor to work with the teacher as he or she grows in different components of teaching. Teachers and mentors also work together in department meetings and scheduled planning time to look at student work and performance data so that teaching practices and curricula can be adjusted to best meet the needs of our students. This approach, together with the school's multi-faceted professional development, helps to focus our teachers to best work with our students to meet our rigorous goals. New York State requires individuals with a Professional Certificate to complete 175 hours of professional development every five years to maintain their certification.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We will host ongoing parent meetings to notify parents about the school's identification for improvement (SINI), their children's participation in Title I funded programs, 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. The school will provide written resources to our parents, telephone communications, emails, as well as school planners/folders for regular written communication between teachers and the home in a format and to the extent practicable in the language that parents can understand. The school will maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops to assist parents and families in sharing information and understanding of the School in Need of Improvement funding, school options for their children, and make certain to the extent possible that all communications are provided in a language that parents can understand.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz / Lawrence Pendergas	District 23	Borough Brooklyn	School Number 646
School Name Aspriations High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Shermila Bharat	Assistant Principal Martin Coren / ESL Coordinator
Coach	Coach
ESL Teacher Michael Martella	Guidance Counselor Janel Solice
Teacher/Subject Area Shnique Clark / Sp Ed	Parent
Teacher/Subject Area type here	Parent Coordinator Jasmine Jackson
Related Service Provider type here	Other type here
Network Leader Lawrence Pendergast	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	285	Total Number of ELLs	5	ELLs as share of total student population (%)	1.75%
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Part II: ELL Identification Process

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

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

1. Intake

a. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) that determines the students' home language. The survey is administered by the trained ELL coordinator (A.P., certified in ELA and Special Education). If the parent/guardian indicates that the child uses a language other than English on the HLIS, an informal interview is conducted to further verify the student's home language. The child is then administered the Language Assessment Battery Revised (LAB-R) that tests the student's English proficiency level. Performance on this test determines the child's entitlement to English language development support services. Students who score below proficiency are eligible for ELL services. Students who score at or above proficiency are not ELLs and will enter the general education program. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.

b. The initial screening (HLIS, informal interview, LAB-R/Spanish LAB), subsequent parent orientation (DVD, ELL parent brochure, parent survey and program selection form), and all notification letters to parents are conducted by the trained ELL Coordinator and certified ESL teacher along with an appropriate translator and translated material. If the student scores below proficiency on the LAB-R, he/she is eligible for ELL services. A letter to notify parents of the student's entitlement to ELL services is sent. Within ten days of enrollment, parents are invited to an ELL Parent Orientation.

All written notifications, forms as well as oral communications are provided in English and in the parents' preferred language. In our school community of pedagogues and support staff, we have Spanish speakers who translate and interpret as needed. For translations of languages not spoken by our school pedagogues, we contact the Translation and Interpretation Unit for translated materials and/or phone support.

c. All entitled ELLs (based on the RLER report on ATS) are administered the NYSESLAT, an annual assessment of students' progress. Students are scheduled for the listening, speaking, reading and writing components as indicated in the NYSESLAT Test Administration Guide. The ESL Coordinator, Martin Coren, Assistant Principal, I.A., ensures that parents and students are informed of the purpose and the importance of the assessment by distributing the NYSESLAT Parent Brochure, sending letters to parents to inform them of the testing schedule, and calling parents to remind them of the upcoming test dates. Students who score below proficiency (i.e. beginning, intermediate or advanced level) remain ELLs and continue to receive services appropriate to their proficiency level. Students who score at or above proficiency are no longer ELLs. They can enter general education program with transitional support. Parent letters (continuation of entitlement and non-entitlement/transitional) are sent to parents in English and in the parents' preferred language, to advise them of the students' eligibility for ELL services.

2. At the New ELL Parent Orientation meeting, parents first view a video that describes the three programs that the NYCDOE offers (Transitional Bilingual Education-TBE, Dual Language-DL, Freestanding English as a Second Language – ESL). Following the video (presented in the parents' preferred language), parents are given an opportunity to ask questions so that they can make an informed

program placement selection. Afterwards, parents complete the Parent Survey and Program Selection Form. The ESL Coordinator maintains a log of parents who select TBE. As per state regulations, when the list contains 20 students' names in the same grade requesting TBE in the same language, the school will create a bilingual program and notify the parents on the list of the availability of TBE. All communications and forms are provided in English as well as in the parents' preferred language.

3. The ELL Coordinator is responsible for the distribution of entitlement and placement letters as well as collecting the parent survey and program selection from the parents at the orientation meeting. Copies of all such notification are maintained by the ESL coordinator and the ESL teacher in the ESL coordinator's office files. Should we be unable to retrieve a parent survey and program selection form, then TBE would be the default program selection for the student as per CR Part 154. Names of students whose parents select TBE are added to a waiting list. When the list contains 20 names or more, in any one grade, requesting TBE in the same language, the school will notify the parents and create a bilingual program that honors the parents' choice.

4. All newly identified ELLs are placed within 10 days of enrollment. Placement is based on the students' LAB-R results and the parents' program selection forms. Notifications, in the form of Entitlement letters and placement letters, are mailed to the parents/guardian's home promptly. In addition, at the beginning of each school year, the Continuation of Entitlement letters are sent to parents of all current ELLs to advise them of the students' Spring NYSESLAT scores as well as their current program placement. All notifications and forms are provided in English and in the parents' preferred language. Copies are maintained by the ESL coordinator in the ESL office.

5. A review of the Parent Survey and Program Selection forms over the past few years shows all selections are for ESL.

6a. The freestanding ESL program that we offer is aligned with parent's request. The roster of ELLs who are eligible for the NYSESLAT are accessed via RLER-NYSESLAT on ATS. The ESL coordinator and ESL teacher ensure that all ELLs take the NYSESLAT annually, as well as evaluate each ELL's progress and appropriate placement based on the test results. ATS reports we use to analyze NYSESLAT results include the RNMR and the RLAT. Weekly, we run the RLER-LAB reports to ensure that all newly admitted students will be appropriately placed within 10 days of enrollment.

Part III: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% →</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										1	1	0	1	3
Push-In														0
Total	0	0	0	0	0	0	0	0	0	1	1	0	1	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	1
SIFE	1	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0			0	1	0	0
Dual Language	0	0	0	0			0	0	0	0
ESL	1	0	0	0			4	0	1	5
Total	1	0	0	0	0	0	4	1	1	5

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

C. Home Language Breakdown and ELL Programs

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

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
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											1			1
Chinese														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										2			2	4
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	2	1	0	2	5								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Delivery of Instruction

- a. ELL students are serviced by certified ESL/ELA teacher using a self contained ESL model. The program model is ungraded, heterogenous groupings and students are of mixed proficiency levels.
- b. The program model is ungraded, heterogenously grouped. Students are in mixed proficiency levels.

2. All ELL students receive the mandated minutes of instruction according to their level of English proficiency as per CR Part 154. Beginning ELLs receive a minimum of 3 units of study (540 minutes of ESL instruction); Intermediate ELLs receive the minimum of 2

A. Programming and Scheduling Information

units of study (360 minutes of ESL instruction); and Advanced students receive 1 unit of study in ESL (180 minutes of instruction) and 1 unit of study in ELA (180 minutes of instruction). All instruction is delivered by certified ESL teachers.

3. Instructional programs with high levels of rigor and support result in higher academic achievement for ELLs. Effective strategies used across all content areas include: differentiation, small group instruction, explicit academic vocabulary instruction, scaffolding (modeling, bridging, contextualization, schema building, metacognitive development, text re-presentation). We embrace Common Core Learning Standards in all academic departments, and as a result our school focus is on reading and writing across content areas. Studies show that native language development accelerates literacy gains in both the native language and English. As such, we offer language development and support for content instruction in the native language (or with native language support). Bilingual textbooks, glossaries and translated informational texts are provided, as appropriate. Teachers incorporate the use of bilingual audio/visual materials as well as technology into content area instruction to deepen content comprehensibility and enrich language development.

4. ELLs are evaluated in their native language. ELLs have the option to participate in alternative assessments in their native language. This is facilitated in all content areas as all ELL students are provided with the opportunity to sit in class assessments as well as the NYS Regents examination in their native language. Spanish LAB and the ELE are administered as appropriate. The research based rationale behind this approach indicates that proficiency in the native language supports efficiency in the second language acquisition process.

5. Content areas are delivered in English with native language support. The ESL teacher collaborates with content area teachers to monitor ELLs' progress and to share effective ESL strategies. The strategies employed by all teachers include: differentiated instruction and a strong focus on reading and writing skills rooted in units with performance tasks and applicable rubrics aligned to Common Core Learning Standards. English is used for instruction in all classes along with native language support. Student progress will be assessed each making period in order to evaluate and revise interventions as appropriate. The ESL teachers and teachers across all content areas use research-based instructional strategies to include: activating prior knowledge; providing a print rich environment; engaging students in hands on activities; using realia, props, model activities; activating higher order thinking skills through sorting, categorizing, charting, mapping, diagramming; and explicitly teaching vocabulary. All instruction is delivered in English with native language support. Differentiated Instruction for ELL Subgroups are as follows:

a. SIFE – Students with Interrupted Formal Education are grouped based on their skills to receive intervention during the school day as well as for additional instruction during afterschool tutoring Monday through Thursday. SIFE students are supported through the push-in model in their content area classes. Teachers across all subject areas ensure that the four modalities, listening speaking, reading, writing are addressed in their lessons. They consistently utilize exemplary works, differentiated instruction, small group work, graphic organizers, authentic materials and technology to support the SIFEs. In addition, students are invited to attend after school tutoring or during 5th period two days per week to further strengthen their academic areas of need. We increase our social and emotional support for these ELLs through our guidance department. The ESL and content area teachers also increase their communications with the parents of the identified students.

b. Newcomers – Students are programmed for Freestanding ESL classes and after school and tutoring services to assist them in their language development and cultural awareness. Students are provided instruction with the goal of simplifying language and amplifying content. Strategies include hands-on demonstrations, opportunities for role play, journal writing using native language or pictures. Students are taught basic vocabulary and are provided print rich materials to support their oral language development.

c. ELLs receiving service 4-6 years – Students benefit from freestanding ESL classes and after school and tutoring services to strengthen their language acquisition skills. Instruction focuses on explicit vocabulary building and intensive academic literacy skills building. Teachers across content areas incorporate building skills for reading and analyzing informational texts, as well as writing opinions and arguments in response, in their instruction.

d. Long Term ELLs (7+ years) – Our LTEs have near-native level of speech. Instruction includes: expand on figurative languages study, build academic language skills, focus on reading and analyzing non-fictional texts and writing opinions/arguments in response, and strengthen notetaking skills working with extended reading and listening passages. In addition to explicit vocabulary building and intensive academic literacy skills building, counselors and school support staff offer intensive social-emotional support to LTEs.

6. Students with disabilities – SWD-ELLs are appropriately served as per the student's IEP. ESL, SpEd, NLA teachers collaborate to align curriculums with a focus on improving academic literacy skills. Bilingual textbooks, glossaries and translated informational texts are provided, as appropriate. Teachers incorporate the use of bilingual audio/visual materials as well as technology into content area instruction to deepen content comprehensibility and enrich language development. Teachers across all subject areas ensure that the four

A. Programming and Scheduling Information

modalities: listening, speaking, reading, writing, are addressed in daily lessons. To maximize SWD-ELLs' access to academic content, teachers provide the following instructional strategies: vocabulary instruction on academic language, use of graphic organizers, grouping, activating prior knowledge by building background; providing a print rich environment; engaging students in hands on activities; using realia, props, model activities; manipulatives, activating higher order thinking skills through sorting, categorizing, classifying, sequencing, charting, diagramming, teaching context clues skills. The ESL coordinator increase their communications with the parents of the SWD-ELLs.

7. The ESL, special education, and content area teachers collaborate in department meetings and as needed to discuss and share students' well as through after-school and twice-weekly 50-minute tutoring). Additionally he is able to collaborate with the Special Education team to monitor individual ELL-SWD's progress in core subject classes.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8. Students are regularly scheduled for AIS tutoring with specific content area teachers based on their academic needs. Teachers access ARIS and other technological tools to aid in developing background information to make informed instructional decisions. Teachers collaborate closely with the guidance department and the inquiry team to identify and encourage alternative educational programs as appropriate. The intervention services offered at our school range from: after school tutoring sessions (Regents and NYSESLAT); PM School and Saturday Academy in ELA, Math, Social Studies and Science; credit recovery; mandatory tutoring, and pulling out specific students from content area classes to provided one-on-one support to strengthen their Math and ELA proficiencies.

9. Upon reaching proficiency on the NYSESLAT, ELLs will continue to receive ESL support for 2 additional years through the extension

B. Programming and Scheduling Information--Continued

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

8. Students are regularly scheduled for AIS tutoring with specific content area teachers based on their academic needs. Teachers access ARIS and other technological tools to aid in developing background information to make informed instructional decisions. Teachers collaborate closely with the guidance department and the inquiry team to identify and encourage alternative educational programs as appropriate. The intervention services offered at our school range from: after school tutoring sessions (Regents and NYSESLAT); PM School and Saturday Academy in ELA, Math, Social Studies and Science; credit recovery; mandatory tutoring, and pulling out specific students from content area classes to provide one-on-one support to strengthen their Math and ELA proficiencies.

9. Upon reaching proficiency on the NYSESLAT, ELLs will continue to receive ESL support for 2 additional years through the extension of testing time, small group settings, native language support, and continuation of teacher collaboration to discuss student progress and effective ESL strategies.

10. We continue to review the success we have with ELLs. Our programs will continue and will be modified to further incorporate a differentiated approach in instruction. No new programs are being considered for the upcoming school year.

11. No programs will be discontinued

12a. ELLs are afforded equal access to all school programs. ELLs are encouraged to attend afterschool tutoring and enrichment classes and participate in athletic and general school activities (basketball, chess, robotics, student government, school trips, college visits). Invitations, program/activity flyers, and notifications to parents and students are distributed in English and in students' native language.

12b. We do not receive Title III allocations. However, we do offer programs that supplement instruction for ELLs in the core school day. Students are offered after-school tutoring services to build ELLs' Regents taking skills. In addition, PM School, Saturday School and parent meetings are provided as appropriate. The ESL teacher and the content area teachers meet regularly to plan and evaluate instruction in the program, monitor student progress, and strategize on additional differentiated support as needed.

13a. To support ELLs in content area classes, Smart Board technology, selected Internet translation and syntax/semantics/pronunciation-related sites, bilingual audio/visual clips to target multiple learning modalities are incorporated into instruction. Bilingual glossaries and dictionaries, bilingual content-specific textbooks, NYSESLAT preparation books, Regents preparation books, are employed.

13b. Bilingual textbooks, glossaries and translated informational texts are provided, as appropriate. Teachers incorporate the use of bilingual audio/visual materials as well as technology into content area instruction to deepen content comprehensibility and enrich language development.

14. Native language support is provided in across all content area classes. Resources used include: bilingual glossaries, bilingual textbooks as available, translated texts, bilingual libraries, peer translators, bilingual audio/visual materials. Students are permitted to respond in their native language.

15. All support and services are adjusted to be age and grade appropriate. Support services are aligned to appropriate age and grade level through grade-team meetings in order to ensure Common Core Learning Standards alignment, curriculum alignment and age appropriateness. Sophomores and Juniors, who are preparing to take the Regents Exams, are given extra support in these areas.

B. Programming and Scheduling Information--Continued

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

8. Students are regularly scheduled for AIS tutoring with specific content area teachers based on their academic needs. Teachers access ARIS and other technological tools to aid in developing background information to make informed instructional decisions. Teachers collaborate closely with the guidance department and the inquiry team to identify and encourage alternative educational programs as appropriate. The intervention services offered at our school range from: after school tutoring sessions (Regents and NYSESLAT); PM School and Saturday Academy in ELA, Math, Social Studies and Science; credit recovery; mandatory tutoring, and pulling out specific students from content area classes to provided one-on-one support to strengthen their Math and ELA proficiencies.

9. Upon reaching proficiency on the NYSESLAT, ELLs will continue to receive ESL support for 2 additional years through the extension of testing time, small group settings, native language support, and continuation of teacher collaboration to discuss student progress and effective ESL strategies.

10. We continue to review the success we have with ELLs. Our programs will continue and will be modified to further incorporate a differentiated approach in instruction. No new programs are being considered for the upcoming school year.

11. No programs will be discontinued

12a. ELLs are afforded equal access to all school programs. ELLs are encouraged to attend afterschool tutoring and enrichment classes and participate in athletic and general school activities (basketball, chess, robotics, student government, school trips, college visits). Invitations, program/activity flyers, and notifications to parents and students are distributed in English and in students' native language.

12b. We do not receive Title III allocations. However, we do offer programs that supplement instruction for ELLs in the core school day. Students are offered after-school tutoring services to build ELLs' Regents taking skills. In addition, PM School, Saturday School and parent meetings are provided as appropriate. The ESL teacher and the content area teachers meet regularly to plan and evaluate instruction in the program, monitor student progress, and strategize on additional differentiated support as needed.

13a. To support ELLs in content area classes, Smart Board technology, selected Internet translation and syntax/semantics/pronunciation-related sites, bilingual audio/visual clips to target multiple learning modalities are incorporated into instruction. Bilingual glossaries and dictionaries, bilingual content-specific textbooks, NYSESLAT preparation books, Regents preparation books, are employed.

13b. Bilingual textbooks, glossaries and translated informational texts are provided, as appropriate. Teachers incorporate the use of bilingual audio/visual materials as well as technology into content area instruction to deepen content comprehensibility and enrich language development.

14. Native language support is provided in across all content area classes. Resources used include: bilingual glossaries, bilingual textbooks as available, translated texts, bilingual libraries, peer translators, bilingual audio/visual materials. Students are permitted to respond in their native language.

15. All support and services are adjusted to be age and grade appropriate. Support services are aligned to appropriate age and grade level through grade-team meetings in order to ensure Common Core Learning Standards alignment, curriculum alignment and age appropriateness. Sophomores and Juniors, who are preparing to take the Regents Exams, are given extra support in these areas.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

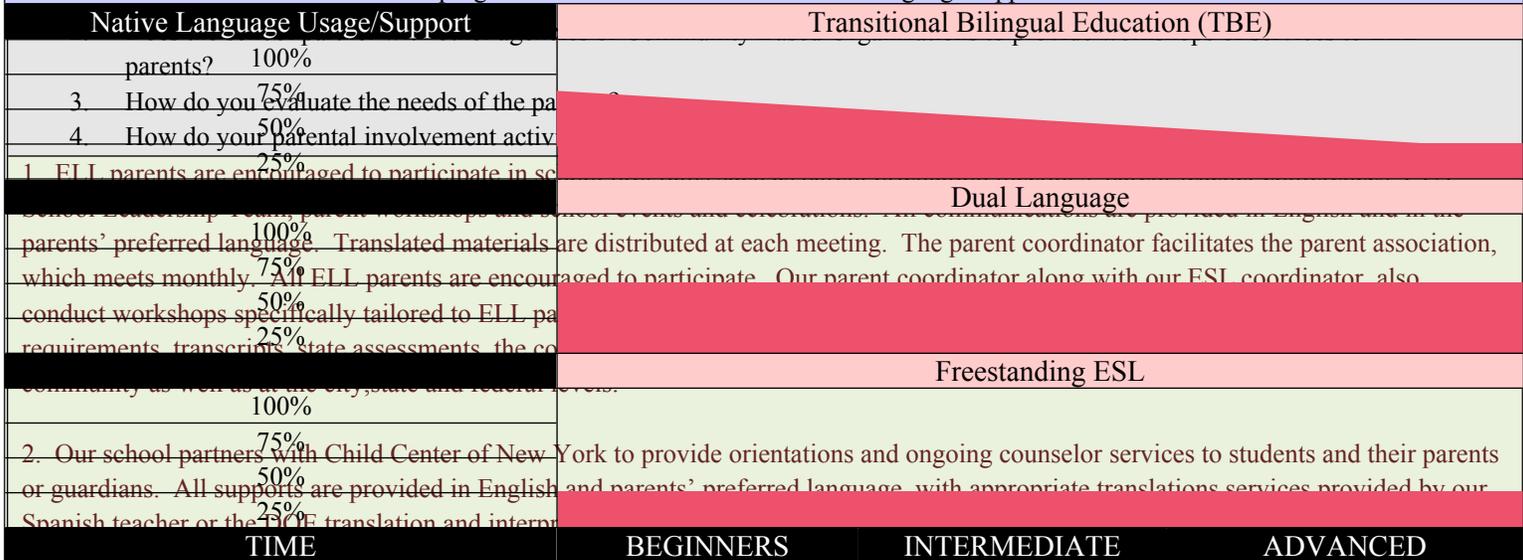
1. Two full days of professional development are provided to all staff who are involved with ELLs to include: Assistant principals, subject area teachers, special education teachers, guidance counselors, secretaries, office personnel and the parent coordinator. A minimum of 7.5 hours per year are devoted to ELL identification and instruction. During the school year, ESL and content area teachers are encouraged to attend training offered by: NYCDOE (OELL's LAP-EPIC training; Math and CCLS, Demystifying ELL data), BETAC (NYSESLAT training), QTEL (scaffolding instruction for English Learners), Regional Special Education Technical Assistance Support Center (ELLs and SWD), and CFN 603 (ELL Identification and Placement, LAP workshops, BESIS, Meeting AMAO).

2. At the beginning of the school year, our ESL teacher and ESL coordinator work with counselors from our CBO, Child Center of New York, so they can assist ELL students as they transition from other schools or programs to our school.

3. Workshop certificates toward the 7.5 hours of ELL training for all staff are maintained by the school secretary and records of attendance are maintained by the Assistant Principal. Our Assistant Principal/ESL coordinator is in constant contact with content area teachers to help refine instructional strategies specifically related to the ELL population. Throughout the year all staff members receive a minimum of 7.5 hours of ESL training via staff meetings and inquiry led by trained personnel. Records of all meetings are kept in the Principal's office.

Native Language Usage and Supports

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



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

any additional information. Parents' responses to school surveys determine our schools' upcoming ELL workshops or informational sessions. In addition, our parent coordinator maintains close contact with ELL parents to field general questions and to relay parents'

E. Parental Involvement

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

1. ELL parents are encouraged to participate in school programs such as parent orientation meetings, parent-teacher conferences, PTA, School Leadership Team, parent workshops and school events and celebrations. All communications are provided in English and in the parents' preferred language. Translated materials are distributed at each meeting. The parent coordinator facilitates the parent association, which meets monthly. All ELL parents are encouraged to participate. Our parent coordinator along with our ESL coordinator, also conduct workshops specifically tailored to ELL parents to help them understand their children's education to include graduation requirements, transcripts, state assessments, the college application process. Parents are provided with resources available from the school community as well as at the city, state and federal levels.

2. Our school partners with Child Center of New York to provide orientations and ongoing counselor services to students and their parents or guardians. All supports are provided in English and parents' preferred language, with appropriate translations services provided by our Spanish teacher or the DOE translation and interpretation unit.

3. Our parent coordinator meets with all new students and their parents to distribute a survey about parent needs and interview parents for any additional information. Parents' responses to school surveys determine our school's upcoming ELL workshops or informational sessions. In addition, our parent coordinator maintains close contact with ELL parents to field general questions and to relay parents' requests to the ELL coordinator.

4. Our school's activities fully address parents' needs. Activities and topics include: ARIS training, parent English language clinics, credit accumulation, NYS content standards, NYS Common Core Learning Standards, state assessments, core curriculum, native language support in the classroom, graduation requirements, credit accumulation, college applications process and general expectations for students.

B. Programming and Scheduling Information--Continued

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

8. Students are regularly scheduled for AIS tutoring with specific content area teachers based on their academic needs. Teachers access ARIS and other technological tools to aid in developing background information to make informed instructional decisions. Teachers collaborate closely with the guidance department and the inquiry team to identify and encourage alternative educational programs as appropriate. The intervention services offered at our school range from: after school tutoring sessions (Regents and NYSESLAT); PM School and Saturday Academy in ELA, Math, Social Studies and Science; credit recovery; mandatory tutoring, and pulling out specific students from content area classes to provide one-on-one support to strengthen their Math and ELA proficiencies.

9. Upon reaching proficiency on the NYSESLAT, ELLs will continue to receive ESL support for 2 additional years through the extension of testing time, small group settings, native language support, and continuation of teacher collaboration to discuss student progress and effective ESL strategies.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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9. Upon reaching proficiency on the NYSESLAT, ELLs will continue to receive ESL support for 2 additional years through the extension of testing time, small group settings, native language support, and continuation of teacher collaboration to discuss student progress and effective ESL strategies.

10. We continue to review the success we have with ELLs. Our programs will continue and will be modified to further incorporate a differentiated approach in instruction. No new programs are being considered for the upcoming school year.

11. No programs will be discontinued

12a. ELLs are afforded equal access to all school programs. ELLs are encouraged to attend afterschool tutoring and enrichment classes and participate in athletic and general school activities (basketball, chess, robotics, student government, school trips, college visits). Invitations, program/activity flyers, and notifications to parents and students are distributed in English and in students' native language.

12b. We do not receive Title III allocations. However, we do offer programs that supplement instruction for ELLs in the core school day. Students are offered after-school tutoring services to build ELLs' Regents taking skills. In addition, PM School, Saturday School and parent meetings are provided as appropriate. The ESL teacher and the content area teachers meet regularly to plan and evaluate instruction in the program, monitor student progress, and strategize on additional differentiated support as needed.

13a. To support ELLs in content area classes, Smart Board technology, selected Internet translation and syntax/semantics/pronunciation-related sites, bilingual audio/visual clips to target multiple learning modalities are incorporated into instruction. Bilingual glossaries and dictionaries, bilingual content-specific textbooks, NYSESLAT preparation books, Regents preparation books, are employed.

13b. Bilingual textbooks, glossaries and translated informational texts are provided, as appropriate. Teachers incorporate the use of bilingual audio/visual materials as well as technology into content area instruction to deepen content comprehensibility and enrich language development.

14. Native language support is provided in across all content area classes. Resources used include: bilingual glossaries, bilingual textbooks as available, translated texts, bilingual libraries, peer translators, bilingual audio/visual materials. Students are permitted to respond in their native language.

15. All support and services are adjusted to be age and grade appropriate. Support services are aligned to appropriate age and grade level through grade-team meetings in order to ensure Common Core Learning Standards alignment, curriculum alignment and age appropriateness. Sophomores and Juniors, who are preparing to take the Regents Exams, are given extra support in these areas.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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9. Upon reaching proficiency on the NYSESLAT, ELLs will continue to receive ESL support for 2 additional years through the extension of testing time, small group settings, native language support, and continuation of teacher collaboration to discuss student progress and effective ESL strategies.

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Additional Information

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

N/A

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Two full days of professional development are provided to all staff who are involved with ELLs to include: Assistant principals, subject area teachers, special education teachers, guidance counselors, secretaries, office personnel and the parent coordinator. A minimum of 7.5 hours per year are devoted to ELL identification and instruction. During the school year, ESL and content area teachers are encouraged to attend training offered by: NYCDOE (OELL's LAP-EPIC training; Math and CCLS, Demystifying ELL data), BETAC (NYSESLAT training), QTEL (scaffolding instruction for English Learners), Regional Special Education Technical Assistance Support Center (ELLs and SWD), and CFN 603 (ELL Identification and Placement, LAP workshops, BESIS, Meeting AMAO).

2. At the beginning of the school year, our ESL teacher and ESL coordinator work with counselors from our CBO, Child Center of New York, so they can assist ELL students as they transition from other schools or programs to our school.

3. Workshop certificates toward the 7.5 hours of ELL training for all staff are maintained by the school secretary and records of attendance are maintained by the Assistant Principal. Our Assistant Principal/ESL coordinator is in constant contact with content area teachers to help refine instructional strategies specifically related to the ELL population. Throughout the year all staff members receive a minimum of 7.5 hours of ESL training via staff meetings and inquiry led by trained personnel. Records of all meetings are kept in the Principal's office.

E. Parental Involvement

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

1. ELL parents are encouraged to participate in school programs such as parent orientation meetings, parent-teacher conferences, PTA, School Leadership Team, parent workshops and school events and celebrations. All communications are provided in English and in the parents' preferred language. Translated materials are distributed at each meeting. The parent coordinator facilitates the parent association, which meets monthly. All ELL parents are encouraged to participate. Our parent coordinator along with our ESL coordinator, also conduct workshops specifically tailored to ELL parents to help them understand their children's education to include graduation requirements, transcripts, state assessments, the college application process. Parents are provided with resources available from the school

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2. Our school partners with Child Center of New York to provide orientations and ongoing counselor services to students and their parents or guardians. All supports are provided in English and parents' preferred language, with appropriate translations services provided by our Spanish teacher or the DOE translation and interpretation unit.

3. Our parent coordinator meets with all new students and their parents to distribute a survey about parent needs and interview parents for any additional information. Parents' responses to school surveys determine our school's upcoming ELL workshops or informational sessions. In addition, our parent coordinator maintains close contact with ELL parents to field general questions and to relay parents' requests to the ELL coordinator.

4. Our school's activities fully address parents' needs. Activities and topics include: ARIS training, parent English language clinics, credit accumulation, NYS content standards, NYS Common Core Learning Standards, state assessments, core curriculum, native language support in the classroom, graduation requirements, credit accumulation, college applications process and general expectations for students.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		1	
Integrated Algebra	4		0	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography	2		1	
US History and Government	2		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. Early Literacy – N/A

2. Data from the 2011 NYSESLAT indicate that 20% of ELL students took the NYSESLAT and tested at the intermediate level.

NYSESLAT and LAB-R data patterns reveal a need for instruction targeting reading, writing, and basic literacy for beginners. In reviewing NYSESLAT scores, we notice progress from beginning to intermediate levels. Intermediate and advanced levels are elements

Additional Information

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

N/A

Part VI: LAP Assurances

School Name: Aspirations High School		School DBN: 23K646	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shermila Bharat	Principal		12/19/11
Martin Coren, ESL Coordinator	Assistant Principal		12/19/11
Jasmine Jackson	Parent Coordinator		12/19/11
Michael Martella	ESL Teacher		12/19/11
Jasmine Jackson	Parent		12/19/11
Shnique Clark / Sp Ed	Teacher/Subject Area		12/19/11
	Teacher/Subject Area		
	Coach		
	Coach		
Janel Solice	Guidance Counselor		12/19/11
Lawrence Pendergast	Network Leader		12/19/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **23K646** School Name: **Aspirations High School**

Cluster: **6** Network: **603**

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

When a new student arrives, his/her parents are asked to complete the HLIS in the company of a supervising pedagogue, who also interviews the student. The parents indicate their preferred language of communication on the HLIS.

During summer orientation, and for all new students, the Parent Coordinator conducts and collects a school-wide native language survey that indicates all languages spoken by students and the primary language spoken in the home. For those LEP students on register, all school announcements and communications sent to homes – including dates and times of PTA meetings, lunch forms, special events, individual academic updates, graduation requirements, etc. – are issued in English and Spanish, as needed, as well as other languages spoken at home.

Essential information about students and their parents who may require language and translation interpretation is maintained on "Blue Cards" accessible to administration, teachers and Child Center of New York, our community based organization. Information, including home language preferences, is updated at the beginning of each term. Administration also regularly checks ATS data, including RHLA and RLER reports.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The preferred language for families of two-thirds of ELL students (4 students) is Haitian while for families of one-third of ELL students (2 students) it is Spanish. Aspirations High School facilitates all communications and presents all printed materials to parents (brochures, letters, invitations, flyers) in English and in the parents' preferred language. Our PTA and SLT committees have been made aware of the school's written translation and oral interpretation needs. Faculty meeting time is utilized to summarize for teachers and other school personnel services the school provides.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We utilize written translation services provided by the DOE for all city-wide communications. Individual communications are translated by our in-house Parent Coordinator or the district office. We also make use of the following resources to ensure timely provision of translated documents to parents determined to be in need of language assistance services:

- a. Department of Education Website: <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm> . We access information and ideas on this website as needed and periodically to review best practices.
- b. DOE Translation and Interpretation Unit :
Besides using over-the-phone services, our staff is encouraged to contact the DOE Translation and Interpretation Unit when faced with any translation or oral interpretation needs we cannot immediately solve with in-house resources. Fax: 718-752-7390; Phone: 718-752-7373; Email: translations@schools.nyc.gov
- c. Translated Formats: We distribute special announcements and documents in translated form, including the Discipline Code, Bill of Parents Rights and Responsibilities, and cover letters to report cards and parent surveys.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We utilize over-the-phone translation services provided by the DOE, as described through the following web link: <http://schools.nyc.gov/Offices/Translation/PhoneInterpretationServices/Default.htm>. Services are available to all DOE personnel who may interact with limited-English-proficient parents. This service offers the ability to communicate with a parent through the assistance of an interpreter over the phone, and is useful for overcoming language barriers when contacting a child's household, or for unexpected visits from parents who choose to communicate in their preferred language.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We will fulfill Section VII of Chancellor's Regulations regarding parental notification for translation and interpretation services through the following steps:

- a. We will identify parents whose primary language is a covered language through intake procedures outlined above involving our Parent Coordinator, counselors from Child Center of New York, and school administration. We will regularly monitor appropriate ATS reports to ensure our data remain accurate and current.
- b. Our Parent Coordinator, working with school administration, will mail copies of required documents in parents' primary language and will follow up with calls home to make sure documents arrived.
- c. We will post mandated DOE posters near our main entrance, and in the Parent Coordinator's and Child Center of New York counselor offices, indicating the availability of interpretation services. We will access posters through this link:
<http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.
- d. We will use an early safety committee meeting to develop procedures for ensuring parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Meeting minutes will be maintained in a central location.
- e. Our Parent Coordinator will work with Child Center of New York and school administration so parents whose primary language is a covered language know the link to the DOE Translation and Interpretation Unit.