

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001):

23K646

School Name:

ASPIRATIONS DIPLOMA PLUS HIGH SCHOOL

Principal:

SHERMILA BHARAT

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: Academic Intervention Services (AIS)

Section 5: Expanded Learning Time (ELT)

Section 6: Title I Program Information

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Aspirations Diploma Plus High School School Number (DBN): 23K646
School Level: High School Grades Served: 9-12
School Address: 1495 Herkimer Street Brooklyn, NY 11233
Phone Number: 718-498-5257 Fax: 718-498-5364
School Contact Person: Shermila Bharat Email Address: SBharat@schools.nyc.gov
Principal: Shermila Bharat
UFT Chapter Leader: Jeff Kaufman
Parents' Association President: Donald Odom
SLT Chairperson: Jeff Kaufman
Student Representative(s): Lenisha Jessi , Ariel Jackson, Seydou Sissokio

District Information

District: 23 Superintendent: LaShawn Robinson
Superintendent's Office Address: 1150 East New York Avenue, Room 304
Superintendent's Email Address: LRobinson5@schools.nyc.gov
Phone Number: 718-775-7926 Fax: _____

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 603 Network Leader: Lawrence Pendergast

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Shermila Bharat	*Principal or Designee	
Jeff Kaufman	*UFT Chapter Leader or Designee	
Donald Odom	*PA/PTA President or Designated Co-President	
Yolanda Mendez	DC 37 Representative, if applicable	
Arielle Jackson, Lanisha Jessie, Seydou Sissoko	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rosemary Beck	Member/ UFT Teacher	
Julia Graham	Member/ UFT Teacher	
Jillian Corrion	Member/ Parent	
Luawana Staley	Member/ Parent	
Constance Prince	Member/Parent	
Nykeeta Palmer	Member/Parent	
	Member/	

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

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

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Needs to take Regents or failed it previously	Regents Prep and Saturday School Blended learning and direct instruction	Small group tutoring APEX courses	During the school day and after school
Mathematics	Needs to take Regents or failed it previously	Regents Prep and Saturday School Blended learning and station teaching	Regents Prep Class APEX courses	During the school day and afterschool
Science	Needs to take Regents or failed it previously	Regents Prep and Saturday School Blended learning and direct instruction	Small group tutoring APEX courses	During the school day and afterschool
Social Studies	Needs to take Regents or failed it previously	Regents Prep and Saturday School Blended learning and direct instruction	Small group tutoring APEX courses	During the School Day and afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP mandated services, attendance issues, academic failures	Regents Prep and Saturday School Blended learning and direct instruction	One-to-one critical team meeting with student and/or family	During the school day

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

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

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

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

The goal of the ELT is to increase the number of students passing their current courses by 20% so that there is a significant increase in the number of students who stay on track to graduate.

Create a Leadership-Driven Success Model that utilizes Extended Learning Time that addresses the “whole child” and develops the attributes and skills of College and Career Readiness, and builds a safe and orderly school climate that is conducive to learning by March 2015.

Utilize external partners to create a sustainable structure for leadership development in students, educators, and community partners by June 2015 in order to produce Future Leaders by leveraging the resources of families and community partners to support the ongoing work.

100% of teachers will develop rigorous and engaging curricula that are Common Core aligned to all content areas including the Arts and Technology that will reflect the high levels of teacher effectiveness cited within the Danielson Framework that will positively impact student achievement and progress for the unique students of a Transfer School each trimester.

Five key components of the project will include:

1. Performing/Visual Arts Activities such as: Ballroom/Latin Dancing, Web Design, Fashion
2. Sports Activities such as: baseball, basketball, volleyball, flag football, lacrosse, fencing, golf, martial arts, rugby, table tennis, track & field
3. Individualized Graduation Plans: targeted educational counseling
4. Regents Boot Camp
5. College and Career Ready Component: Career Ready Programming, Leadership development

Part 2 – ELT Program Description

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

The target population of the ELT is all of our school's students, as the basic make-up of a transfer school student is overage and under-credited. Aspirations Diploma Plus is a transfer high school with 231 students from grade 9 through grade 12. Our students represent a population that has been underserved by the school system. Every student at Aspirations has struggled and transferred here after being previously incarcerated, dropped out of school, having had a baby, suffered with addiction, foster care, living in shelters or just has not experienced success and Aspirations is their last opportunity to earn a high school diploma. Many of our students don't have a vision for a future beyond graduating high school as they are the first generation to graduate. They come to us hungry, some need clothes, some need child care and all need social emotional advocacy and counseling on a regular basis to stay motivated to finish and earn their diploma.

Our school population is 76% Black, 22% Hispanic, and 2% Asian students. The student body includes 3% English language learners and 11% special education students. Boys account for 48% of the students enrolled and girls are 52%. Our students are over-aged and under credited, on average a student that comes to our school is 18 years old with 10 credits or less. 76.6% of our students are Title 1 eligible for free lunch. They are young people who need significant remediation in basic reading and math skills as well as study skills. Their reading and math scores are 5-6 years lower than their peers, and most are level 1s and 2s. In ELA level 1s are 9.16% and level 2s make up 71.25% of our population. In math, 12.45% are level 1s and 61.25% are level 2s. Postsecondary Enrollment rate was 18% for 2012-2013 and College and Career Preparatory Course Index Rate was 2% as compared to 13.3% for the peer range and 11.1% for the city range.

The Black/African American and Hispanic Males sub group make up 45% of the school's population in which 32.8% are Black/African American males and 12.1% are Hispanic males. The combined attendance rate for this subgroup of males is 63%, with a suspension rate of 11%. Almost all of the students of this subgroup (+98%) are also classified as Economically Disadvantaged Students in a school that has 77% Title 1 students. In 2012-13 SY, 44.8% of students who graduated were Black/African American and Hispanic Males. Almost all students of this subgroup come to our school being overage and under-credited, 42% of these students graduate. In terms of the most at-risk students of this subgroup, only 19% of this group graduates. Less than 20% of these students graduate in 5 years.

Students with Disabilities (SWD) make up 11% of the school's population.

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

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

In terms of the SIF Grant the **Key Design Elements** of the School-level plan are as follows:

- -Creation of a Leadership Advisory Program
- -Create an Office and or Team of Culture & Climate to support Youth Development
- -Joint Socio-emotional support program that utilizes Child Center of New York, Advocates, and Sports

and Arts Foundation programs

- -Common Planning time to develop/review new/modified curricula
- -Professional Development: leadership, team building, curriculum alignment, technology and the arts, community connections, support the needs of ALL students, positive behavior supports
- -Monitoring and tracking progress (ALL leading and Lagging indicators)
- -Parent/family and community support/resources/engagement to support student leadership development and academic progress
- -All key partners will be teamed with in-house counterparts so as to have a greater impact on students and develop in-house expertise over time.

In terms of the Key Design Elements, the **Core Strategies** are as follows:

- -Sports and Arts afterschool activities will provide the hook to engage students into afterschool programs that cannot only provide an outlet for student issues, it can also provide the motivation to address academic and socio-emotional needs on a regular basis as well as develop team and leadership skills and abilities.
- -Leadership development will be directly connected to academic progress and success. And skills and abilities for leadership will be the same for staff and students and reflects the characteristics of the CCLS.
- -Curriculum development will be aligned to the CCLS, include instructional strategies that meet the needs of all students, and include opportunities to engage the family and communities. Professional Development will be supported by ongoing, targeted professional development that reflects the analysis of student data and work from teacher teams.
- -Danielson Domain 4 will be represented in all of our work; teachers will have PD in its integration and desired outcomes, and from this work on growing and developing professional will emerge our future school leaders.
- -Success models will be created and implemented with transparency connecting school culture, students, parent/families, and the community.

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

X

Voluntary

X

Compulsory

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

The program is compulsory for the Boys Basketball Team. They are required to attend all sessions of the College and Career Program. All other students are voluntary, yet due to the needs of transfer school students, it is strongly encouraged that all students take advantage of ELT to either help them earn credits or pass specific Regents, and in many cases to achieve both targets. Therefore students were surveyed to identify interest and then programs were created to meet their interest. Daily announcements over the PA system reminding students about ELT, as well as, reminders from staff and a targeted effort to enroll students who have to take the Regents in January by creating a flyer delineating all review opportunities, highlighting the ones that apply to them, and sharing with them one on one their previous Regents score in order to amplify the importance of attending prep. We also use incentives such as snacks and trips which students tend to respond to. We have also shared the information of all opportunities with families during PA conferences and sent flyers home to encourage students to sign up. The Community Based Organization, Child Center of New York's advocate counselors, also speaks to students daily to encourage them to attend ELT activities.

Part 3 – ELT Program Implementation and Oversight

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

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

structured.

Our CBO partners to fully train our staff and CCNY to work collaboratively for this to be a school-wide change model, not a push in program from organizations that will leave us at some point in time. Sports and Arts will work with our AP Administration, Guidance Counselors, Physical Education teacher, Art teacher and CCNY in the full integration of the Advisory Program, the College and Career Program, the Sports and Dance Piece, as well as the Web design and Arts program. Teaching Matters will collaborate with the Principal and the Assistant Principal of Supervision to support teacher teams in seeing cross curricular connections and to develop facilitation and leadership skills that are aligned with Danielson Domain 4 and the vision and goals of the SIF model.

Aspirations has an African American male Assistant Principal who is a Yale and Columbia University graduate with a strong background in Youth Development. His expertise will be leveraged to meet our goals around developing leadership skills and college and career readiness together with our two guidance counselors who will work to track student progress and develop action plans with our Sports and Arts partner for LAS. Our Community Based Partner, Child Center of New York’s Director has a Masters in Social Work and her work is grounded in social emotional youth development. The Assistant Director is an African American male who played semi-pro basketball and has made a positive connection with our students, many of whom share that interest. He is an asset to working with students, particularly our African American Males and Hispanic students using basketball as a springboard to teach teambuilding and leadership skills. The Assistant Principal supervision has immersed himself in both the Common Core Learning Standards and the Danielson Framework for Teacher Effectiveness. When combined with his content area expertise in math, he is a strong driving force to partner with Teaching Matters to develop teacher pedagogy and leadership.

Our Community partners include New York Blood Center, The Brownsville Recreation Center, The MIC clinic, Child Center of New York

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

We need staff that would provide the specific targeted services requested by students, a supervisor for the overall program on site, DoE supervisors, school safety, and Guidance Counselors. Per session for 54 hours for four content teachers and a supervisor for Saturday School from October 3, 2014 to May 3rd, 2015.

Instructional resources needed includes the following: Loose leaf Paper; Notebooks; Folders; Pens; Pencils; Computers with Internet Access; Road Trip Nation Online Curriculum; Road Trip Nation Textbooks; College Summit Presenters Guide; College Board Access; Career Zone Access; CUNY Profile; SUNY Profile; Dry Erase Board and Markers; and a radio.

We also had to review all students’ transcripts to program specifically for Saturday school and the Math Regents Prep class. Regents Prep courses were strategically created during the day for students who were identified as only needing Regents Exams as they had already completed all course work towards meeting graduation requirements. We also had to create opportunities on multiple days to allow students to experience as many programs as they wished to.

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

The program was implemented in October 2014 when funding was received at the school level and we expect to have funding for the program to continue for three years- ending in 2017 but hopefully its success will continue with an alternative funding source after the State Grant ends.

Part 4 – Budget and Resource Alignment

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

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

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

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Part 5 – Progress Monitoring

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

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

The SIF grant has four benchmarking periods. We will use each of these benchmarking periods to track our progress towards meeting the goals outlined part 1. By the end of the 2nd trimester, March 16, we expect to see a 10% improvement in credit accumulation which will be a leading indicator of progress towards graduation.

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

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

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The greatest barriers to our staffing are our location and lack of experience with working with our unique population. Aspirations is located in the Brownsville, East New York section of Brooklyn. This area is one of the poorest socio-economic areas in New York City. Many are reluctant to apply to work here because of the school's location. Our students are not typical high school students who move from middle school to high school. We serve those students that typical high schools were unsuccessful in meeting their needs. All of our students had at least 1 year of high school somewhere else and felt the need to leave that situation and look elsewhere for opportunities to be successful. Over aged and under-credited students require non-traditional instruction and social emotional support and individuals who can provide this support. New York City has 52 Transfer Schools which has resulted in a small pool of applicants who have experience working with our population. Those hired to serve our students are screened for not just academic abilities and pedagogy but the ability to care and be open minded. The school utilizes the open market system and referrals by those who work at the school and have recommend colleagues who are a good fit for Aspirations. Through intense questioning and role playing, as well, as close scrutiny of references and Network support, the school has been able to be fully staffed with a cadre of caring and supportive staff. Staff are observed at minimum as per contractual requirements and provided with feedback and support by administration, colleagues and Network Support.</p> <p>At Aspirations, we have a Principal, Assistant Principal Supervision and Assistant Principal Organization. We also have two guidance counselors, three social studies teachers, three English teachers, three math teachers, two science teachers, a full time librarian, physical education teacher, art teacher, foreign language teacher, a parent coordinator, family worker, and an eight member community based organization that is on site with a director and assistant director. The staff is dedicated to our students and the goals of the school as demonstrated by the changes in the schools progress report over the last two years from a grade of F to a C. This change occurred as the whole school immersed itself in the data and committed to changing practices such as planning curriculum that is reflective of Understanding by Design. They have led and participated in professional development on site and off site to refine their practice. Every member of the staff understands that we have to treat each student on an individual basis as each one has a unique set of needs. This has resulted in one on one personalized attention to how the student learns and how to support that student. Our staff has been carefully selected over the years to be reflective of our students but also a mix of new and veteran teachers who bring</p>

different perspectives to the craft of teaching. Staff attendance and stability is excellent which is allowing us to build a sustainable model for changing the existing realities that are holding forces to a vision where every student is a not only a graduate but college and career ready. Seeing the staff here and prepared every day is a model of our expectations for our students as we work with them to improve their attendance and come prepared to learn.

2b. High Quality and Ongoing Professional Development

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

Teaching Matters will assist Aspirations High School in designing rigorous and engaging curricula maps and units that are CCLS-aligned and extend across the grades and content areas. Teaching Matters utilizes a professional development program with teachers and administrators called *Teaching for Impact* which has a comprehensive yet flexible design for interdisciplinary curriculum design. Aspirations will implement discrete components, concentrating their efforts on a few facets only:

1) **Intake/needs assessment:** This initial phase consists of a needs assessment and program orientation to identify if the school has the enabling environment necessary for success. We determine whether or not a school has: (a) enough teachers with potential to become leaders; (b) informed, responsive school leadership; (c) common, cohesive curricula aligned to the Common Core and assessments; (d) school has made efforts to form teacher teams; (e) student discipline does not interfere with academic instruction; and (f) infrastructure that enables teacher effectiveness (e.g., technology, budget for key resources). The results of the needs assessment will determine our starting point.

2) **Establishment of *Instructional Foundations* or inquiry teams in a core content area:** The first year focuses on intensive guidance on *Instructional Foundations with an emphasis on content and pedagogy, recognizing that implementation of any curriculum requires teacher's expertise in research-based practices that give them the flexibility they require to meet the needs of all their students. An additional focus of the Instructional Foundations component will be Common Assessments and Data Tracking* to enable the school to identify and/or develop common assessments, and to implement an appropriate instructional Data Tracking system that promotes teacher collaboration and student learning.

3) **Establishment of inquiry teams:** Teaching Matters' coaches work with grade level teams – mentoring teacher leaders. Principals receive specialized coaching focused on supporting their content area, maximizing their PLCs and creating action plans for sustaining them.

4) **Sustained professional learning and implementation of school-wide action plans:** A third year responds to noted progress gaps of previous cohorts, co-develops PLC expansion/action plans with principal and potentially extends the work to teacher leaders in other content areas. Ultimately, teams of teacher leaders sustain the work going forward in the school

Part 3: TA Schools Only

3a. Use of Program Resources

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

- Afterschool programs, tutoring, provide make-up sessions (i.e. laboratory for science)
- Guidance (socio-emotional) supports for students, parents, and/or families to come and sit with counselors to review transcripts, attendance data and to develop a plan for graduation.
- Additional resources for teachers/students/programs such as coaches who provide a supportive rather than evaluative relationship.
- Data analysis by teacher teams to inform next steps for work with students in helping them to reach their potential.
- Development of new/modified resources and materials to meet targeted student needs.

3b. TA Coordination with the Regular Program

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

- The ELT will occur afterschool, Tues to Friday from 3-5 pm, and Saturdays from 10-1pm. It will consist student engagement activities (sports or arts related) that facilitates socio-emotional development and to the academic achievement needs of the students. The CBO and school have planned the sessions together so as to reinforce the school’s academic goals, as well as, address the student’s needs social emotional needs.
- All activities will offer extensions and acceleration so students can work at their own pace and ELT will not only address our students need to “catch up” and get back on track but explore ideas and concepts that go beyond the regular instruction and offer student time to delve deeper and explore their own questions. This is possible due to our school’s use of technology and unique set up of learning activities in the ELT utilizing our blended learning program.
- The ELT curriculum, just like all other curriculum is reviewed by our school’s Curriculum Review Team ensure it meets the content standards, to assess that it is appropriate for all students, provides
- opportunities for differentiation for all levels (those not meeting standards and those who need acceleration), and reviewed by the administration during implementation to provide feedback on quality and appropriateness.

Part 4: SWP Schools Only

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

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

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

NA

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal	90K Curriculum and Staff Development 125K for Sports and Arts	X	p. 12
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 23	Borough Brooklyn	School Number 646
School Name Aspirations High School		

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

Principal Shermila Bharat	Assistant Principal Wayne Anderson
Coach	Coach
ESL Teacher Michael Martella	Guidance Counselor Sutanya Skeffrey
Teacher/Subject Area Abena Sidibe, Sp. Ed.	Parent
Teacher/Subject Area	Parent Coordinator Jasmine Jackson
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	246	Total number of ELLs	6	ELLs as share of total student population (%)	2.44%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	1			2			3		1	6
Dual Language										0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	1	0	0	2	0	0	3	0	1	6
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)											1	1		2
Advanced (A)											1			1
Total	0	2	1	0	3									

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		2	
Integrated Algebra	5		4	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	6		1	
Physics				
Global History and Geography	5		1	
US History and Government	4		2	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Early Literacy skills N/A
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data from the 2013 NYSESLAT indicate that 50% of ELL students (3 students) took the NYSESLAT and tested at the advanced (1) or

intermediate (2) level. A fourth student tested at the advanced level in 2012.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Speaking and listening modality scores improve over time, with some students achieving proficient. However, reading and writing skills with the intermediate and advanced level students are stagnant. Based on this assessment, ELL instructional decisions focus on strengthening academic language to include: intensive literacy instruction, explicit vocabulary building, incorporating reading and analysis of nonfiction texts and writing skills across all content areas. Michael Martella, ESL teacher, and Martin Coren, Assistant Principal, I.A., will be involved in this process.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Across grades 9-12 the majority of students tested advanced or proficient in listening and speaking, while fewer students tested advanced in reading and writing. No current ELL tested proficient on the reading and writing components of NYSESLAT and LAB-R. While ELL students were given the option to take Regents Exams in their language of preference, all ELL students chose to take the exams in English. The results for last year's ELL periodic assessment will be analyzed and compared to this year's to determine if students' performance increased. Teachers will use this data in weekly department and planning meetings to increase students' progress in reading and writing through differentiating instruction. Michael Martella, ESL teacher, and Martin Coren, Assistant Principal, I.A., will be involved in this process. The school is learning that ELL students need additional support in reading and writing rather than listening and speaking and that native-language material such as translated texts, dictionaries and glossaries are more useful to ELL students as they transition and acquire academic language in English.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
The administration reviews the CCLS aligned curricula to ensure that second language development is considered in instructional decisions. Teachers and support staff are provided a list of current and former ELLs so that teachers can meet weekly to discuss and plan targeted strategies to ensure each student's success.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ELL program depends on several factors. We review scores generated by the NYSESLAT to monitor individual ELL student's progress in the four modalities. On a school level we frequently check with content area teachers to ensure that students are maintaining and progressing with their basic interpersonal communication skills and cognitive academic language. Report cards and progress reports are closely monitored by the ESL coordinator to ensure that students are on task and acquiring enough credits for graduation. The ultimate goal for ESL students is graduation as well as proficiency in the English language as assessed by the NYSESLAT.

Part IV: ELL Identification Process

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

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

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.

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. 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.
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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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. 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.
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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
A review of the Parent Survey and Program Selection forms over the past few years shows all selections are for ESL.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
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 V: ELL Programming

A. Programming and Scheduling Information

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

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. 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)?

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

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

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

All ELLs are administered the NYSESLAT annually. During content area and ESL classes, teachers provide students with various assessment tasks which incorporate reading, writing, listening, and speaking. Students are required to read complex text with the appropriate scaffolds. Students are assessed on their questioning and discussion skills. In addition, students experience common core aligned activities that require them to write argument and informational essays according to school wide writing rubrics.

6. How do you differentiate instruction for ELL subgroups?

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

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.

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

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 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.

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

7. The ESL, special education, and content area teachers collaborate in department meetings and as needed to discuss and share students' progress in order to ensure that each SWD-ELL is afforded instruction appropriate to his/her language and learning needs. Our school makes every effort to meet the diverse needs of ELL-SWDs within the least restrictive environment. Our certified ESL teacher's schedule is flexible enough to allow him to provide ESL instruction to ELLs during the regular school day(through regularly scheduled classes as well as through afterschool and twice-weekly 5th period tutoring). Additionally he is able to collaborate with the Special Education team to monitor individual ELL-SWD's progress in core subject classes.

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

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

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

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

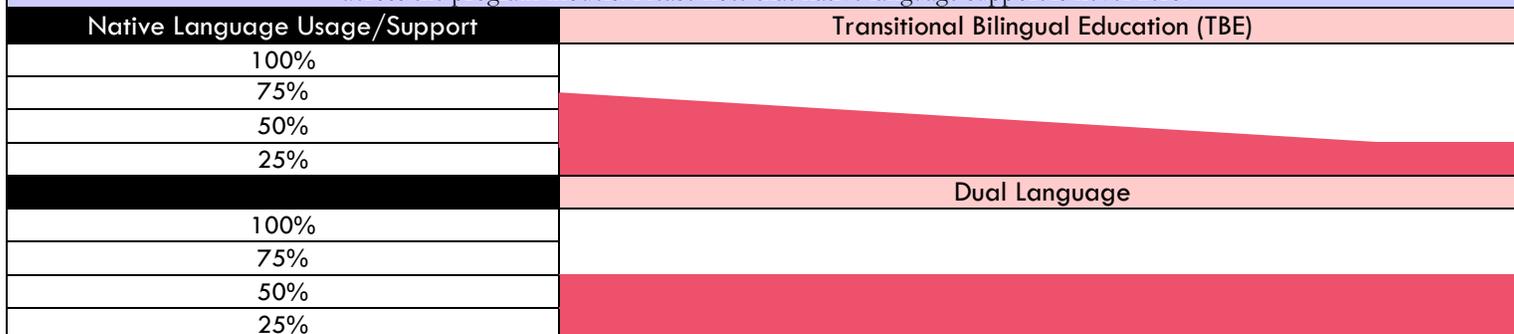
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	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.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ELL program is effective to support ELLs with access to rigorous curricula. All staff members receive training on research based second language acquisition strategies as well as techniques to improve communication between home and school. In addition the Inquiry Team targets the needs and of ELL and to come up with a school wide strategy to implement based on their data driven analysis.
- The ELL team is provided with assistance from the school conselors as the students make the transition for college or to the work force. The transitional counselor creates a file with transitional information for each student. ESL teachers do professional development with BETAC and the office of ELLs in addition to network support. Then they work with content area teachers to share the information learned. In the 2010 -2011 school year all Wings Academy staff received training on working with the ELL population.
11. What new programs or improvements will be considered for the upcoming school year?
- We continue to review the success we have with ELLs. Our programs will continue and willl modified to further incoporate a differentiated approach in instruction. No new programs are being considered for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
11. No programs will be discontinued
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 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.

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

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.

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

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.

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

16. All new students to the school are invited to attend a summer orientation program conducted in English and students' home language with appropriate translation support. Dual language letters are sent to students' homes inviting them to the event/ We also offer student/parent campus tours conducted in English and in the parents' preferred language.

18. What language electives are offered to ELLs?

17. All ESL students are offered Spanish as a foreign language as well as the opportunity to take the NYC LOTE exam for their native language.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. 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.

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 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 or her parents are asked to complete the Home Language Identification Survey (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 administrators, teachers, and Child Center of New York, our community based organization. Information, including home language preferences, is updated at the beginning of each term. Administrators 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 is Spanish for families of 5 ELL students (83.3 percent) and Haitian Creole for 1 ELL student (16.7 percent). 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 DOE personnel who may interact with limited-English-proficient parents. The 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 home or interacting with parents who make unexpected visits and 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 arrive.
- 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 administrators to make sure that parents whose primary language is a covered language know the link to the DOE Translation and Interpretation Unit.