



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **23K646**

School Name: **ASPIRATIONS DIPLOMA PLUS HIGH SCHOOL**

Principal: **SHERMILA BHARAT**

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Section 1: School Information Page

School Information

School Name: Aspirations Diploma Plus HS School Number (DBN): 23K646
9-12
Grades Served:
School Address: 1495 Herkimer Street, Brooklyn NY 11233
Phone Number: 718 498-5257 Fax: 718 498-5264
School Contact Person: Sherma Fleming Email Address: Sfleming22@schools.nyc.gov
Principal: Sherma Fleming
Edward Feuerstein
UFT Chapter Leader: Johnny Howard
Parents' Association President: Shirley Clarke
SLT Chairperson:
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Natalie Charles
Arrielle Jackson
Student Representative(s): Ja'Leah Gibbs

District Information

District: 23 Superintendent: LaShawn Robinson
1150 East New York Avenue, Room 304, Brooklyn NY
Superintendent's Office Address: LRobinson5@schools.nyc.gov
Superintendent's Email Address:
Phone Number: 718 775 7926 Fax: (718) 778-7385 (F)

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
131 Livingston Street, Room 501, Brooklyn NY 11201
Director's Office Address:

BFitzge2@schools.nyc.gov

Director's Email Address:

718 225-5110

718 935 4314

Phone Number:

Fax:

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Sherma Fleming	*Principal or Designee	
Edward Feuerstein	*UFT Chapter Leader or Designee	
Johnny Howard	*PA/PTA President or Designated Co-President	
Yolanda Mendez	DC 37 Representative (staff), if applicable	
Natalie Charles	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Ja'Leah Gibbs	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Arielle Jackson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Erin Santana	CBO Representative, if applicable	
Shirley Clarke	Member/ UFT Teacher	
Julia Graham	Member/UFT Teacher	
Natasha Martin	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Zeltina Gibbs	Member/ Parent	
Nykeeta Palmer	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

- 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Aspirations Diploma Plus is a transfer high school with 220 students from grade 9 through grade 12. Our students represent a population that has been under-served by the school system. The school population comprises 74% Black, 20% Hispanic, 3% American Indian or Alaskan, 1% White, and 2% Asian students. The student body includes 4% English Language Learners and 13% Special Education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2014-2015 was 65.2%. 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. 79.1% 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 11.76% and level 2s make up 71.57% of our population. In math, 16.8% are level 1s and 55.39% are level 2s.

Every student at Aspirations has had a struggle and transferred here either 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 mission is "Meeting students where they are and equipping them to go where they aspire to go." In order to ensure fidelity to our mission, we have partnered with Sports and Arts Foundation in Schools (SASF) and Teaching Matters Inc. over the last year as a result of a School Innovation Fund (SIF) grant together with our CBO partner Child Center of New York (CCNY) and the MIC Clinic to meet the needs of our students and staff. SASF was brought in to develop a collaborative Extended Learning Time (ELT) program for our students and families and TMI to enhance areas of strength and develop areas for growth of our teachers as identified in Advance. The MIC Clinic is our primary mental and physical health partner. We are working with our partners to build a strong ELT culture that will serve to keep students motivated and focused on the goal of successfully completing their course work and moving on to the world of college and or careers.

As per our 2014-2015 Quality Review,

Findings

The school leader communicates high expectation for teachers, students, and families through frequent observations and the modeling of effective practices. In addition, the school leaders provide targeted support to students, and conduct frequent family outreach.

Impact

The school leader's expectations, along with the supports provided to reach these expectations are helping to improve student outcomes and preparing students for college and career.

Supporting Evidence

- The principal begins the school year by reviewing the City-wide instructional expectations and Danielson Framework. These expectations are embedded in planning documents across subjects. Teachers receive instructional support from Teaching Matter and school leaders that is captured in ongoing written feedback. Moreover, the assistant principals model lessons to share best practices with teachers and models expected instructional strategies

- The school college advisor works with students and families to support them with the college process. Students are afforded the opportunity to go on college trips so that they are able to make transitional plans for the future. Parents stated that the school conducts college trips and offers other incentives to reengage students, as well as additional academic supports through the after school and Saturday programs. They stated that these supports are helping students to get back on track to prepare for them for college. A parent stated, "They make my children feel that they will and can succeed." The school currently offers a college and career after school program in collaboration with the learning to work coordinator. Additionally, they utilize the Road Trip Nation as part of the advisory curriculum. Teachers described that the school's emphasis in writing, note taking, and exposing students to high level text such as Shakespeare is helping to better prepare students for college.
- The school consistently communicates with parents to provide academic updates and involve them with the students' academic progress and school related activities. The Parent Coordinator sends home monthly newsletters informing parents of upcoming events, workshops, and student achievements. Additionally, the school utilizes Jupiter Grades so that parents and students can access academic data daily and keep track of students' academic progress.

We have made significant progress in the areas of Rigorous Instruction, Supportive Environment, Effective School Leadership and Strong Family-Community Ties as evidenced by our 2014-2015 Quality Review Feedback, January 2015 Regents data and credit accumulation data in STARS.

Performance Trends: Increased Regents Pass Rates

MOST PROGRESS:

We have seen an increase in Regents pass from January 2014 to January 2015 in 4 of the Regents exams that students have taken. We saw some increases in ELA and US history and very large increases in Algebra and Living Environment as per the above chart representing data culled from ATS. English Language Arts (ELA) increased by 7.11%, Algebra increased by 17.6%, Living Environment increased by 42% and US History increased by 4.5%. The overall average increase in all exams is 13.64% In addition to the increase in passing percentages, there was also an increase in the number of students sitting for the exams. In 2014, 139 students were tested. In 2015, the number tested increased to 176, an overall increase of 26.6%.

January, 2014				January, 2015			
Regents Pass Rates				Regents Pass Rates			
Subject	Students who Took Test	Students who Passed Test	Percentage who Passed	Subject	Students who Took Test	Students who Passed Test	Percentage who Passed
ELA	23	8	35%	ELA	20	8	42.11%+1 RCT credit
Algebra	21	2	10%	Algebra	48	13	27.66%
Global History	33	9	28%	Global History	51	13	25%+ 2 RCT credit
LE	25	2	8%	LE	21	10	50%+ 1 RCT credit
US History	37	9	24%	US History	36	10	28.57%

Longitudinal Analysis of Regents Exam Pass Rates ATS REDS Reports

SUBJECTS	REGENTS PASS RATES				
	2011-2012	2012-2013	2013-2014	2014-2015	3-Year % Change

Living Environment	59	47	48	46.9	-12.1
English	23	51	55.8	66.7	43.7
US History	47	40	60.3	64.1	17.1
Integrated Algebra	53	52	35	47.8	-5.2
Global History	25	38	44	35.2	10.2

AREA OF FOCUS

Our areas of focus for the 2015-2016 school year will be to continue to build our ELT program particularly around Rigorous Instruction, Collaborative Teachers and Strong Family-Community Ties. We have begun to see the positive shifts such as increase in attendance, greater credit accumulation and higher Regents pass rates.

Patterns of students attendance in Transfer Schools

NYC has 52 transfer schools. These schools were created to meet the needs of a population that is over aged and under credited. Attendance is an issue most transfer school students struggle with. As per data from the DoE that was reviewed on 10/30/2014 at a Transfer school Principal's meeting, it was noted that very early in this school year, attendance was already low and that it was approaching where transfer school's ended the year. Last year, the average for all transfer high school attendance was 68.1% across NYC.

Data Patterns for attendance at Aspirations

We have noted a **9.41 % increase** in our attendance based on the weekly and yearly report from the DoE for this progress report period. We attribute this positive change to the intense scrutiny we have been giving this issue and our rewards system that is constantly changing has motivated them to come to school even with the incredibly bad winter we have had. Our students love basketball so we are capitalizing on our location of Brooklyn and the Nets together with March Madness to keep them coming to school. We continued to provide food and gift certificates as part of our incentive program. In addition, we have also created incentives that are linked to specific after school programs and our continual push to involve families in a positive direction with their kid's education. We continue to note that a significant number students struggle with daily and on time attendance. Many are late and miss their first period class. There is chronic absenteeism with a group of older students. We are working with our attendance teacher and guidance staff to help them find a YABC or to discharge them from our roster. We have also just enrolled 19 new students who began on March 23, 2015. As a trimester transfer school, we have rolling enrollment because of the transient nature of our population we have to constantly monitor attendance and enrollment. We also graduate students multiple times in the year which also impacts our enrollment.

	2014	2015	change
January	54.09%	63.41%	9.32%
February	55.98%	56.95%	0.97%
March	65.08%	64.2%	-0.88%

Strategy adjustments/ specific school actions

We continue to note that a significant number students struggle with daily and on time attendance. Many are late and miss their first period class. There is chronic absenteeism with a group of older students. We are working with our attendance teacher and guidance staff to help them find a YABC that may meet their needs to attend school later in the day.. We have also increase the number of home visits conducted from 68 for this time period last year to 128 this year. We plan to continue to aggressively tackle this issue of absenteeism by making more home visits and having one on one meeting with families around their child's data.

Working with our partners SASF, TMI, and CCNY, we expect to continue to make positive gains in these focus areas.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>We have designed rigorous instruction on paper with Understanding by Design unit maps that are aligned to Common Core LS and NYS Standards however the implementation of these units are a developing area, particularly the pieces on on-going formative and summative assessments.</p> <p>Assessment and creating a comprehensive system for using formative and summative assessments and tracking them is an area for growth. While some teachers are engaging in this process, it is not a consistent cohesive practice as per our 2014-2015 Quality Review.</p> <p>Quality Indicator:2.2 Assessment Rating: Developing</p> <p>Findings</p> <p>The school is developing in their use of common assessments to measure student progress. Teachers use rubrics aligned to the school curricula to provide students with actionable feedback.</p> <p>Impact</p>		

Current assessment practices, particularly formative and summative practices are not yet fully aligned; thus limiting student growth on summative assessments.

Supporting Evidence

STRENGTH :

The school leader shared that teachers align assessments with content curricula and utilize a common grading policy and rubrics to provide consistent feedback to students. The use of a common grading policy and rubrics were evident across the school community. Student work with teacher feedback was posted throughout the school community.

NEED:

Teachers were observed checking for understanding through conferencing, asking questions, and canvassing the classroom. In one out of the seven classrooms visited, a teacher was charting student progress. However, these practices were inconsistent across classrooms and teachers were not observed making instructional adjustments based on in-classroom assessment of student performance. For instance, during a math lesson, students appear to struggle with the questions and mathematical concepts being reviewed, but the teacher continued the lesson with minimal intervention.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Rigorous Instruction

By June, 2016, as a result of increased student cognitive engagement and student-led classroom discussion, there will be a 5% increase in credit accumulation across all grades as measured by scholarship reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**
- **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).**
- **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**

<p>Teachers and administrators will meet to develop focused professional development plan based on student needs.</p> <p>Teachers will engage in Common Planning Time 3x weekly in order to develop and refine curriculum.</p> <p>Teachers will engage in Understanding By Design Unit planning using EngageNY modules</p> <p>Teachers will be trained in how to develop cognitively engaging lessons that employ higher level questions and how to plan for student-led discussions.</p>	All teachers	September 2015-December 2015 and January 2016-June 2016	Teaching Matters Inc., Principal and Assistant Principals, teachers
<p>Teachers will be trained in data analysis protocols as reflected in Datawise.</p> <p>Teachers will engage in data analysis in order to determine curricular needs for ENLs, Students with Disabilities, and students in the lowest third.</p> <p>Teachers will adjust/modify curriculum maps and lesson plans in order to address student needs determined through data analysis</p>	All teachers	September 2015-December 2015 and January 2016-June 2016	Teaching Matters Inc. consultant, Principal and Assistant Principal and teacher leaders
<p>Teachers will use Collaborative time to share best planning practices specific to our population of Ells, students with disabilities, overage/under credited and other subgroups</p> <p>Administrators will review unit and lesson plans plans to insure alignment to the goal</p>	All teachers	September 2015-December 2015 and January 2016-June 2016	Teaching Matters Inc. consultant, Principal and Assistant Principal and teacher leaders

Teachers will review scholarship reports and report cards after every marking period in order to determine how to meet needs of students still not passing classes.	All Teachers, students and families	September 2015-December 2015 and January 2016-June 2016	All Teachers, students
Teachers and administrators will engage parents through meetings and Jupiter, a communication program, in order to inform them of student needs, progress and supports given.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • 80 minute PD time on Mondays • Teaching Matters Consultant • 37 ½ minutes SBO • SASF tutors • Administrators • MOSL • Common Core Learning Standards • Danielson Framework for Teaching • Teacher Per-session 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February 2016, there will be a 2% increase in credit accumulation as measured by scholarship reports.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>As per our 2014-2015 Quality Review, this is an area of celebration. We believe that we are effective in DTSDE 5.2, 5.3 and 5.4.</p> <p>Quality Indicator:</p> <p>1.4 High Expectations Rating: Proficient</p> <p>Findings</p> <p>STRENGTH</p> <p>The school leader communicates high expectation for teachers, students, and families through frequent observations and the modeling of effective practices. In addition, the school leaders provide targeted support to students, and conduct frequent family outreach.</p> <p>Impact</p>		

The school leader's expectations, along with the supports provided to reach these expectations are helping to improve student outcomes and preparing students for college and career.

Supporting Evidence

- The principal begins the school year by reviewing the City-wide instructional expectations and Danielson Framework. These expectations are embedded in planning documents across subjects. Teachers receive instructional support from Teaching Matter and school leaders that is captured in ongoing written feedback. Moreover, the assistant principals model lessons to share best practices with teachers and model expected instructional strategies
- The school college adviser works with students and families to support them with the college process. Students are afforded the opportunity to go on college trips so that they are able to make transitional plans for the future. Parents stated that the school conducts college trips and offers other incentives to reengage students, as well as additional academic supports through the after school and Saturday programs. They stated that these supports are helping students to get back on track to prepare for them for college. A parent stated, "They make my children feel that they will and can succeed." The school currently offers a college and career after school program in collaboration with the learning to work coordinator. Additionally, they utilize the Road Trip Nation as part of the advisory curriculum. Teachers described that the school's emphasis in writing, note taking, and exposing students to high level text such as Shakespeare is helping to better prepare students for college.
- The school consistently communicates with parents to provide academic updates and involve them with the students' academic progress and school related activities. The Parent Coordinator sends home monthly newsletters informing parents of upcoming events, workshops, and student achievements. Additionally, the school utilizes Jupiter Grades so that parents and students can access academic data daily and keep track of students' academic progress.

Needs: We need to better utilize CBO resources and partnerships to bridge the time during and after school in order to better address student needs. We need to review and refine our structures for monitoring and sharing student social-emotional data as well as evaluate effectiveness of supports and programs. .

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June. 2016, as a result of increased CBO programs and supports during and after school, there will be a 2% increase in student attendance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and expanding their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • Sharing expectations with all constituents • Unpack the 2014-2015 Learning Environment Survey • Providing on going social emotional support utilizing our Community Based Organization, Child Center of New York <p>Goal setting with all students</p> <ul style="list-style-type: none"> • Reducing the number of level 4 and 5 disciplinary infractions through crisis intervention and behavioral supports • Increase post-secondary planning for students • Increasing the number of college trips and educational trips for all students 	<p>All parents</p> <p>All students</p> <p>staff</p>	<p>September 2015-March 2016</p>	<p>All building administrators</p>
<ul style="list-style-type: none"> • Providing more health screenings utilizing the services of our partner the MIC Clinic • Providing more ELT programs that are linked to academic coursework through Sports and Arts in Schools 	<p>All teachers</p> <p>All support</p>		

<ul style="list-style-type: none"> • Providing opportunities for students to be critical thinkers such as opportunities for debates and mock trials 			
<ul style="list-style-type: none"> • Implement mentor ship program for boys in addition to expanding the program for girls) • Implement more basketball tournaments that are community wide with our partner SASF 	All Students	October 2015-June 2016	All building administrators, CCNY staff, SASF staff, Parent Coordinator
<ul style="list-style-type: none"> • <ul style="list-style-type: none"> • Ensure effective attendance outreach • Sharing positive data with the entire community and celebrating milestones and benchmarks 	All service providers and all students	September 2015-June 2016	AP Administration, CCNY Counselors, teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • SIF Grant • Our partners TMI and SASF • CBO-CCNY • Guidance Staff • Parent Coordinator • Teachers • Use of gym • Support staff to mail information home • Paper • Postage • Emotional Literacy Best Practices • Teacher and Administrator per-session 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E

X	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other
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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. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, there will be a 1% increase in attendance as a result of improved CBO supports.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strength: While we have made progress in the areas of teacher collaboration and planning much of it is still done individually because we are a small school with very small departments. We have departments of 1, 2 and 3 with many teachers serving as the only ones teaching a particular course allowing for individual attention to students.</p> <p>Need: As per Advance Data based on the Danielson Framework for teaching, we have noted a need for teachers to implement more cognitively engaging lessons that include higher order questions and student-led discussions.</p> <p>There is also a need for summative assessments at the end of each lesson as this is not a consistent practice. Teachers also need to use this data to make on the spot adjustments to the lesson to meet the needs of the students in the moment.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, as a result of professional development on how to implement cognitively engaging lessons that include higher order questions and student led discussions, the English and Math growth percentile will increase by 1 point.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>Strategies to promote teacher-parent collaborations to improve student achievement.</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Effective use of collaborative time to plan will be reviewed.</p> <ul style="list-style-type: none"> Support teachers with individualized PD, collaborative inquiry, and common assessments to track progress 	<p>All teachers All students</p>	<p>September 2015-June 2016</p>	<p>Teachers, Administrators, Teaching Matters consultant</p>
<p>Use of Lesson studies as a vehicle for collaborative inter-disciplinary planning will be explored</p>	<p>All teachers</p>	<p>November 2015-May 2016</p>	<p>Teachers, Administrators, Teaching Matters consultant, Teacher Leaders</p>
<p>Inter-visitations using protocols</p> <p>Professional Development on creating and evaluating formative and summative assessment</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Teachers, Administrators, Teaching Matters consultant, Teacher Leaders</p>
<p>Review of the Danielson Framework for domain 3 on engaging and assessing students</p> <p>Specific professional development in Danielson Framework addressing Domain 3 (3b and 3c)</p>	<p>All teachers All Teachers</p>	<p>September 2015-June 2016 December 2015 to June 2016</p>	<p>Teachers, Administrators, Teaching Matters consultant, Teacher Leaders</p> <p>Teachers, Administrators, Teaching Matters consultant, teacher leaders</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

TMI consultant
 Administrators
 80 minute professional development time
 Teachers
 Understanding by Design planning template
 Feedback from 2014-2015 Quality Review

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be 1% increase in the number of students passing English and Math Regents compared with January 2015 results.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The schools mission is posted over every doorway in the school. The school goals are created and shared in collaboration with the School Leadership Team. The goals are then posted publicly in an area visible to all. We use all our resources with the support of our Network to make strategic programmatic decisions to meet the needs of our unique transfer school population. We utilize the Doe Advance evaluation system to ensure that we meet all mandates for teacher evaluations. We will continue to refine and develop our practices around teacher pedagogy and family engagement to improve student achievement.</p> <p>Strength: 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</p> <p>Need: Development of teacher leaders who will use data and mentor colleagues in the use of data to drive student achievement particularly around social and emotional developmental health.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, as a result of the implementation of school-wide teams that use data to analyze curriculum, pedagogy, school programs and social-emotion supports, there will be a 1% increase in the over-all graduation rate.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>Strategies to promote parent leadership and engagement as a key lever for school improvement.</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Restructured programming to involve common planning across all content areas (3 times a wee)</p> <p>Restructured the inquiry teams to address (9 and 10th)</p> <p>(special education) and (11th and 12th grade) - two times a week</p> <p>Create a Principal Leadership circle to meet bi-weekly on improving school culture, build teacher leader capacity and create bridge between teacher teams and administration.</p> <p>Monitor on a bi-weekly basis work of Cbo's and assess impact of programs and adjust or modify as needed during cabinet meetings</p>	<p>Teacher Leaders and all students</p>	<p>September 2015-June 2016</p>	<p>Principal and Assistant Principal</p>
<p>Reviewing students data including IEPS</p>	<p>Teachers and Guidance</p>	<p>September 2015-June 2016</p>	<p>Principal and Assistant Principals</p>
<p>Training teacher leaders</p> <p>Creating goals for and with students</p>	<p>Teacher Leaders</p>	<p>September 2015-June 2016</p>	<p>Principal and Assistant Principals</p>

<p>Disseminating information and progress reports to all constituents including the School Leadership Team and families.</p> <p>Ensure transparency of programs and status updates of goals for all stakeholders so that things can be modified if need be in order for all targets to be met.</p> <p>Ensure clear tracking of progress; create a contingency plan to support student achievement in the event that the current plans are not successful</p>	All constituents	September 2015-June 2016	Principal and Assistant Principals
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Teachers • Administrators • Guidance Counselors • TMI consultant • CBO • 80 minute and 75 minute PD and Family Engagement/OPW time • NYC ELA Performance Task • CCLS • Per Session 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 1% increase in the number of students on track to graduate as compared to February 2015.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>As per our 2014-2015 Quality Review, The school consistently communicates with parents to provide academic updates and involve them with the students’ academic progress and school related activities. The Parent Coordinator sends home monthly newsletters informing parents of upcoming events, workshops, and student achievements. Additionally, the school utilizes Jupiter Grades so that parents and students can access academic data daily and keep track of students’ academic progress.</p> <p>While this is an area of strength, we still see room for growth in moving from effective to highly effective. We wish to have a more reciprocal relationship with the community we are serving and hope to become a hub for academic and cultural events. We are wish to increase parent attendance/ involvement in the school.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, as a result of improved outreach to families and the community, there will be a by a 4% increase in Safety on the NYC School Survey.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Advertise events through district parent engagement office</p> <p>Newsletters and electronic communications home and to students</p> <p>Student performances and awards showcases</p> <p>Weekly/Monthly meetings with PC to check on progress</p>	<p>Entire community;</p> <p>Students, parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator and Administration</p>
<p>Assigning staff to care for and maintain the space</p> <p>Create a list of weekly and monthly events by surveying families on what interests them</p>	<p>Entire community;</p> <p>Students, parents</p>	<p>October 2015-June 2016</p>	<p>Parent Coordinator</p>
<p>Motivational speakers</p> <p>Seek funding and support from local elected officials</p> <p>Ensure funding for parent activities</p>	<p>Entire community;</p> <p>Students, parents</p>	<p>October 2015-June 2016</p>	<p>Administration, SASF, CCNY</p>
<p>Celebrations and cultural events</p> <p>College and career kick off and financial aid support</p>	<p>Entire community;</p> <p>Students, parents</p>	<p>October 2015-June 2016</p>	<p>Administration, SASF, CCNY, guidance counselors and parent coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent Coordinator

Teachers

Family Worker

Guidance Counselors

Administrators

SASF

TMI

MIC Clinic

Local politicians

District Office of Parent Engagement

ELT Program

Tutors

Per-Session

Computer Technician

CCNY

Library as a possible space for our dedicated community room

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, the school will review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.

By June 2016, there will be a 5% increase in the number of students attending ELT as compared to October, 2015.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	X	Voluntary	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students identified for Academic Intervention Services (AIS), with the goal of serving at least 50% of those students.			
The program is voluntary for all students, 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. We will continue to ensure that ELT options reflect student interest as present programs are successfully improving grades/attendance. 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 flier 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 fliers 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 Description

Target Population: The ELT program will be offered to all students identified for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of those students.

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

- | |
|---|
| <ul style="list-style-type: none"> • 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, reduce risk for retention or drop out, and increase 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 will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- Engage in outreach activities made to families.

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

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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 after school activities will provide the hook to engage students into after school 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 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

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

The ELT program will be implemented by an on-site director from our lead partner SASF. He will work together with our CBO partner CCNY to fully train our staff 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 Assistant Principal who is a Yale and Columbia University graduate with a strong background in Youth Development who will oversee the program. 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. 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 team building 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.

Additional community partners include; New York Blood Center, The Brownsville Recreation Center, The MIC clinic and Child Center of New York.

The program's impact will be evaluated through surveys, program director and school administration observations, and student attendance data.

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

The program will be implemented in September 2015 when funding is 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 5 – ELT Budget and Resource Alignment

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

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

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

Part 6 – ELT Progress Monitoring

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

Our benchmarks are set by NYS as part of the SIF grant. There are three benchmarks from October 2015-May 2016.

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

Section 7: 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	Expand Regents Prep and Saturday School Blended learning and direct instruction Wilson reading program	Small group tutoring PLATO courses Utilize effective strategies/programs to support struggling readers Regents Prep courses	During the school day After school Saturday school
Mathematics	Needs to take Regents or failed it previously	Regents Prep and Saturday School Blended learning Station teaching	Small group tutoring PLATO courses Regents Prep courses	During the school day After school Saturday school
Science	Needs to take Regents or failed it previously	Regents Prep and Saturday School Blended learning and direct instruction	Small group tutoring PLATO courses Regents Prep courses	During the school day After school Saturday school
Social Studies	Needs to take Regents or failed it previously	Regents Prep and Saturday School Blended learning and direct instruction	Small group tutoring PLATO courses Regents Prep courses	During the school day After school Saturday school
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 After school Saturday school

Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
	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>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. Our students are not typical high school students who move from middle school to high school. We serve students that struggled in their sending high schools for a variety of reasons. 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 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 and colleagues.</p> <p>At Aspirations, we have a Principal, Assistant Principal Supervision and Assistant Principal Organization. We also have two guidance counselors, two special education teachers, 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 improvements in Regents pass rates, increased attendance and graduation rates . 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 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.</p>

2b. High Quality and Ongoing Professional Development

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

Teaching Matters will work collaboratively with 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.

It is expected that: • by the beginning of the second program year, that 85% of the school that had any challenges to classroom instruction identified in their last quality review or initial classroom observations or teacher evaluations will have developed educational plans designed to address those challenges, by the end of the second program year, 70% of the school will have made substantial progress in addressing those challenges, and • by the beginning of the third program year, the school will have developed educational plans that use evidence of the quality of instruction to inform teacher support and retention efforts.

Teachers will engage in inter visitations in school and at other lab sites, critical friends group, develop personal goals around areas of focus from the Danielson Framework and engage in professional collaborations that are aligned to the school's instructional focus of developing literacy and problem-solving skills.

Sustained professional learning and implementation of school-wide action plans: 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, Monday thru Thursday from 3-5 pm, and Saturdays from 10-1pm. It will consist of

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 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 to 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/information, 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 FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal	90,000 Curriculum and Staff Development 125,000 for Sports and Arts 10,000 for NYC Outward Bound	X	p.24
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):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

The activities and/or strategies included in your school's PIP should align with current 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[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 Diploma Plus HS] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Sherma Fleming	Assistant Principal Wayne Anderson
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Michael Martella	School Counselor Sutanya Skeffrey
Teacher/Subject Area Abena Sidibe, Sp. Ed.	Parent Johnny Howard
Teacher/Subject Area	Parent Coordinator Jawara Johnson
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent LaShawn Robinson	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	234	Total number of ELLs	10	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	9

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL				1			9		4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)											1		1	0
Expanding (Advanced)										1	1	4	2	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	4		1	
Integrated Algebra/CC Algebra	8		3	
Geometry/CC Algebra	1		1	
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	7		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	5		3	
Geography				
US History and Government	5		1	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Because Aspirations Diploma Plus High School is a Transfer high school, all of its English Language Learners attended another school prior to coming here. Accordingly, their initial assessment was done here. Nevertheless, the school's ENL teacher uses teacher-created assessment to determine the literacy skills of all ELLs and he makes instructional decisions based on the findings.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data from the 2015 NYSESLAT indicate that 30% of ELL students (3 students) took the NYSESLAT and tested at the commanding (2) or Expanding (1) level. Five other students tested at the advanced level in 2014.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Speaking, listening, reading, and writing modality scores improve over time, with some students achieving proficient/commanding. However, reading and writing skills lag behind listening and speaking skills. 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 Wayne Anderson, Assistant Principal, I.A., will be involved in this process.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
Across grades 9-12 all students tested commanding in speaking and listening, while fewer students tested commanding in reading and writing. 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 Wayne Anderson, Assistant Principal, 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A

6. How do you make sure that a student's new 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 regularly 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 target language?
b. What is the level of language proficiency in the target language for EPs?
c. How are EPs performing on State and other assessments?

N/A

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

Because Aspirations is a transfer high school, all of our students attended another NYC high school before they are enrolled here. Consequently, our entire ELL population came to the school having had their initial identification done elsewhere; and we contact the student's previous school or use the ATS system to determine the student's level of proficiency and consequently, their programming needs. Nevertheless, we require all parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) that determines the students' home language.

In the event that an initial identification is required, we would conduct an informal interview to verify the student's home language if the parent/guardian indicates that the child uses a language other than English on the HLIS. The child would then be administered the New York State Identification Test for English Language Learners (NYSITELL) 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 NYSITELL 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, NYSITELL/Spanish LAB), subsequent parent orientation (DVD, ELL parent brochure, parent survey and program selection form), and all notification letters to parents would be conducted by the ELL Coordinator and certified ESL teacher along with an appropriate translator and translated material. If the student scores below proficiency on the NYSITELL, 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 would be 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, Wayne Anderson, Assistant Principal, 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
N/A
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
During the intake process, the school counselor contacts the student's previous school to obtain the student's IEP. Thereafter, the counselor, working with the IEP teacher and the ESL coordinator to ensure that student receives accommodations that apply both to ELLs and SWDs.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
In the event that NYSITELL is administered here, the ESL coordinator would be responsible for sending parent notifications within five days. :
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
In the event that initial identification were to occur here, parents would be informed of the appeal process during parent orientation and by letter, sent by the ELL coordinator.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
N/A. All initial identification for our entire ELL population occurred before the students arrived in our school.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
N/A. In the event that it were applicable, the ENL coordinator would contact parents, as required.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
N/A
9. Describe how your school ensures that placement parent notification letters are distributed.
N/A
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is kept in the student's file. Copies of documentation are maintained by the ENL coordinator and the ENL teacher in the ENL coordinator's office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ENL coordinator uses the Basis Data Collection (BNC) report, the RLAT and RELC from ATS to determine student eligibility for the NYSESLAT. As the testing window for the NYSESLAT approaches, the ENL coordinator sends a letter to parents informing them of the Test. Students are also informed in their classes by the ENL teacher. Together with the ENL teacher, the ENL coordinator determines the initial date for the administration of the various sections of the test, as well as possible make-up dates. During the testing window, the reading, writing, and listening sections are administered in one or more of the student's ENL classes; and students are pulled out of classes for administration of the speaking sections. Students who were absent for the first administration of the test are given the opportunity to take the test when they return to school.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ENL coordinator is responsible for sending all parent notification letters and for ensuring that these correspondences are sent in the parents preferred language.

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

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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Delivery of Instruction
 - a. ELL students are serviced by certified ENL/ELA teacher using a stand-alone ENL 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.
 - b. TBE program. *If applicable.*
N/A:
 - c. DL program. *If applicable.*
N/A:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All ELL students receive the mandated minutes of instruction according to their level of English proficiency as per CR Part 154. Entering ELLs receive a minimum of 3 units of 540 minutes of ENL instruction; Emerging ELLs receive a minimum of 360 minutes of ENL instruction. Transitioning and Expanding ELLs receive a minimum of 180 minutes of ENL instruction; and Commanding students receive a minimum of 90 minutes of ENL instruction. All ENL instruction is delivered by a certified ENL teacher.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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 home languages throughout the year?

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 each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

Content areas are delivered in English with native language support. The ENL teacher collaborates with content area teachers to monitor ELLs' progress and to share effective ENL 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:

- SIFEs are programmed for Freestanding ESL classes, Wilson Reading, and after school and targeted tutoring services to assist them in their language development and other content area skills. Instruction focuses on explicit vocabulary building and intensive academic literacy skills building.
 - 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.
 - Developing – 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.
 - Long Term ELLs – 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.
 - Former ELLs - Former ELLs are programmed for at least one half of one unit of study of English as a New language each week for up to two years. In addition, they continue to receive certain specified testing accommodations during that time.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
- In the event that a student has been re-identified as ELL or non-ELL, the principal will consult with qualified staff members, including the ENL coordinator and ENL teacher, as well as parent/guardian and the student to determine if the student's academic progress could be/has been affected by the determination. If so, the student would receive additional supports or the principal may reverse the determination with the 6 - 12 months after the re-identification had been established.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- 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.

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

The 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

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

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



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

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

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

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

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

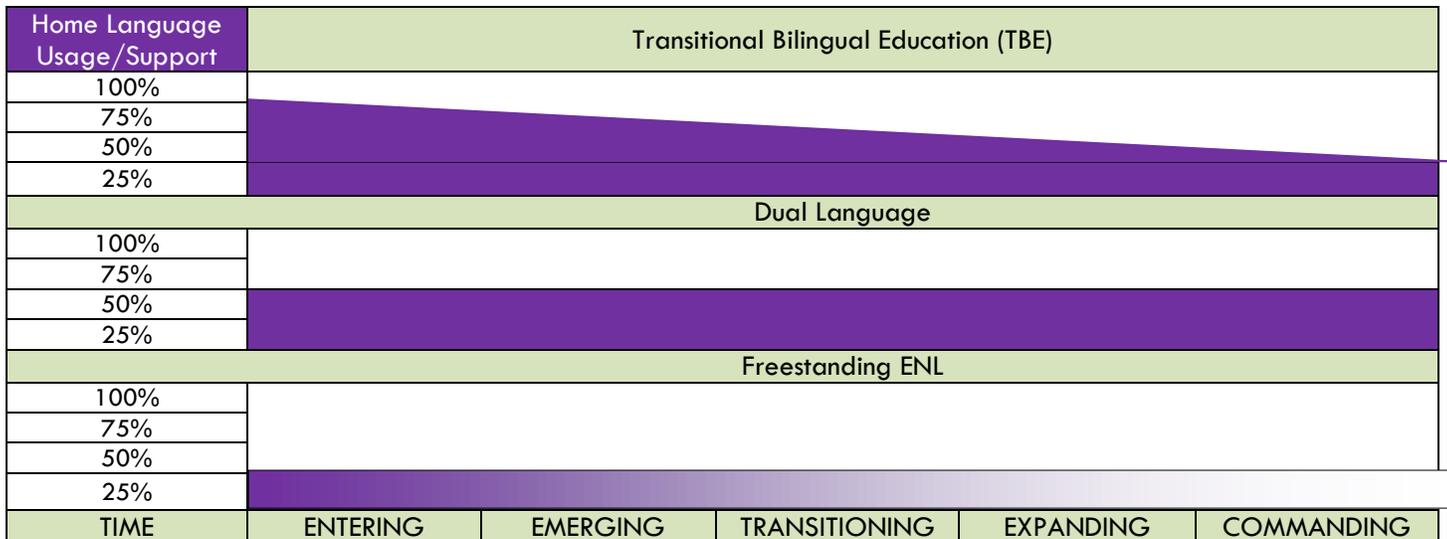


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Students are regularly scheduled for AIS tutoring with specific content area teachers based on their academic needs. Teachers access student information from various DOE data systems and other school level information 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.
11. 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 DOE-sponsored professional development with the office of ELLs in addition to network support. Then they work with content area teachers to share the information learned.
12. 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 willll modified to further incoporate a differentiated approach in instruction. No new programs are being considered for the upcoming school year.
13. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued
14. 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, art, dance, 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
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.

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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is provided in ENL classes. Resources used include: bilingual glossaries, bilingual textbooks as available, translated texts, bilingual libraries, peer translators, bilingual audio/visual materials.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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.

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

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.

19. What language electives are offered to ELLs?

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.

20. For schools with dual language programs:

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

N/A:

B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ENL teacher is currently :
- What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here:
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
- Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 - 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).
- 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.
- 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.

C. Parental Involvement

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

Paste response to question here:

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

Paste response to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here:

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

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

Paste response to question here:

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

1. Annual meetings are scheduled for each ELL, and is conducted by the ENL teacher and/or ENL coordinator. Other school personnel may be included to provide Spanish Language translation. For other languages, the school utilizes the DOE's translation services., as required.

2. Records for individual meetings and other outreach are kept in the students file in a central locatioin within the school. In addition, counselors and teachers log interactions (in person or electronic) and submit them to the principal and the assistant principal with responsibility for ESL.

3. 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.

4. 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.

5. 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.

6. 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:

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **Aspirations Diploma Plus HS**

School DBN: **23K646**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sherma Fleming	Principal		12/9/15
Wayne Anderson	Assistant Principal		12/9/15
Jawara Johnson	Parent Coordinator		12/9/15
Michael Martella	ENL/Bilingual Teacher		12/9/15
Johnny Howard	Parent		12/9/15
Abena Sidibe	Teacher/Subject Area		12/9/15
	Teacher/Subject Area		12/9/15
	Coach		12/9/15
	Coach		12/9/15
Sutanya Skeffrey	School Counselor		12/9/15
	Superintendent		12/9/15
	Borough Field Support Center Staff Member _____		12/9/15
	Other _____		12/9/15
	Other _____		12/9/15
	Other _____		12/9/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **23k646** School Name: **ASPIRATIONS**
Superintendent: **LaShawn Robinso**

Before you begin, please check the following:

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

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

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

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

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

Since Aspirations High School is a transfer school we generally do not receive students that require the administration of home language identification surveys (HLIS). They've completed that process in their transferring school. If rules and circumstances change we are ready to administer a Home Language Survey. 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 and parent. Parents indicate their preferred language of communication on the HLIS. Parent letters, notifications, academic programs and interventions, and calendars need to be addressed in the students' native language for full parental comprehension and involvement. Additionally, communication of the No Child Left Behind mandates, need be translated for parental information and discussion.

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

The preferred language is Spanish for families of 6 ELL students and TWI for 1 ELL student. 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.

Language Number of Parents

TWI 1

Spanish 6

Through review of data in ATS, we have ascertained that we have the following translation needs, both in written and oral communications:

These needs have been determined through our staff's interactions with parents from the school community, Parent-Teacher Association meetings, and Parent Orientation feedback forms, learning surveys, and through feedback obtained at workshops for parents of ELLs. Furthermore, faculty have requested continued translation of key documents as appropriate for parent-teacher meetings to ensure that parents have the capacity to make informed decisions regarding their children. Our faculty, some of whom who are fluent in Spanish, will act as interpreters and translators for our Spanish Speaking parents when the need arises. The school will contact the Department of Education's Translation and Interpretation Unit for assistive services for high other languages that are not actively spoken by staff members at the school and for translations of important documents.

Part B: Creating a Communications Calendar

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

We provide translated version when communicating school events. At times we translate offers of great opportunities for student or parent either by school, organizations, DOE, City etc. Letters that require a sign-off and fulfill compliance mandates are supplied in the parents' home language. Of course, there are several notices we send out periodically providing academic updates. Documents need to be translated by our support staff that are fluent in two or more languages and have

experience translating documents from English into Spanish. Translation services will be used to provide information about a student's academic performance and approaches to increasing achievement; enhance parents' understanding of academic standards, assessments and tests. Other Department of Education programs that offer challenging learning opportunities and increase parent participation in school activities will be provided in the native language as well. The school will be in contact with the Department of Education's Translation & Interpretation Unit for translation of critical documents into other languages as needed. The parent coordinator and other bilingual professional staff will assist with translation of letters. The school will keep a binder in the parent coordinator's office containing translated documents and records of translations and interpretation services.

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

Parents and students will participate in various face to face meetings. Before students are accepted to ASPIRATIONS they are interviewed by our CBO partner and school principal. They are also invited to participate in orientation, curriculum workshops in the first two months of school. Additionally they request to attend parent teacher conferences held three times a year. On a daily basis staff like teachers, guidance counselors, attendance teacher and intervention counselors call parents and count on in-house staff to stand by when parents have a need to communicate in a language other than English.

Part C: Providing Language Assistance Services

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

Parents are critical to the academic success of our students. As a result of our interviews and assessment, we find that we need to continue focusing our efforts in three areas: (1) effective home-school communication; (2) involving all our parents in school decisions and providing services; (3) education for all our parents. Our guidance counselor and other faculty members who are fluent in Spanish will act as interpreters and translators for our Spanish Speaking parents when the need arises. Interpreters will be on hand at parent-teacher conferences. The school will contact the Department of Education's Translation and Interpretation Unit for assistive services for high frequency languages that are not actively spoken by staff members at the school.

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

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.

Part D: Training Staff on Policies and Procedures

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

The first day of school staff members receive an employee handbook. Here we detail the availability of the DOE and school translation services. The matter is discussed along with parent choice of language communication. They are made aware of telephone numbers, web sites and available staff members able to assist with parent communication.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

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.

Parent coordinator evaluates student home language needs periodically. The information is related to the guidance counselor as she frequently puts together family informative packets sent home with students. Some notices are also mailed directly home. If items need to be translated we try to use school staff if possible. Our second option is to seek the help of the translation unit. If they cannot help for any reason, we will seek an outside provider for assistance although we had not had the need to yet.

Faculty members will be paid per-session to translate materials from English to Spanish. Two interpreter's dictionaries will be purchased and used by the translators. Translators will assist in school events, such as, Parent-Teacher conferences, PTA

meetings, workshops, and other meetings between DOE staff and non-English speaking parents. The school will contact the

Department of Education's Translation and Interpretation Unit for assistive services for high frequency languages that are not actively spoken by staff members at the school.

Part F: Monitoring and Quality Control

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

We informally survey parents at each school meeting held at different times of the school year. This helps us modify any procedures currently in place. The information gathered is shared with school staff in periodic meetings. Furthermore all staff members are reminded to consult parents requesting they share any concerns when speaking with them be it face to face or telephone contact.