2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	17K646
School Name	Aspirations Diploma Plus High School
Principal	Sherma Fleming

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The Comprehensive Education Plan (CEP) satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with the Chancellor's **Four Pillars for Building Trust in NYC Public Schools**: 1) Reimagining the Student Experience; 2) Scaling, Sustaining and Restoring What Works; 3) Prioritizing Wellness and its Link to Student Success; 4) Engaging Families as True Partners.

The Education Planning Process

The CEP is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school's most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set **s**pecific, **m**easurable, **a**ttainable, **r**elevant and **t**imely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

As schools set goals and plan action steps, they provide opportunities for all children to meet NYSED's proficient and advanced levels of student academic achievement. These include evidence based instructional strategies that address the educational needs of historically underserved populations and tackle structural inequities. Schools indicate how the plan addresses the needs of Multilingual/English Language Learners (ML/ELL) through development of the school's Language Allocation Policy (LAP) & Title III Application (if applicable) and the Language Translation and Interpretation (LTI) Plan, that are required as part of the Comprehensive Education Plan. Schools also address the needs of Students with Disabilities (SWD) through the Quality Individualized Education Program (IEP) Area of Concentration.

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

Directions: Conduct a comprehensive needs assessment for each Area of Concentration (AOC). The information below provides guidance for reviewing and analyzing student and school performance trends to uncover root causes for low student achievement.

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
  - Qualitative and quantitative data, including pre-COVID-19 learning data
  - Potential ESSA Accountability Indicator Goal Sheet.
  - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.

- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework** (DTSDE)
  - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and **NYCDOE's State Accountability Resource Tool** (StART), for specific NYSED accountability student subgroup information.

- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:

- *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
- *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
- *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What*

areas may need to be strengthened?

- *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)*
- *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*

- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:
    - *What theories or hypotheses explain the current student and school outcomes?*
    - *Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?*

Additional resources and supports are available below.

- Use this **CEP Needs Assessment Worksheet** to help your SLT and stakeholders identify appropriate data sources, data trends, priority needs and root causes.
- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this **deck**.
- A current list of all CEP/Title I resources can be found on this **CEP/Title I Resource Directory**.

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Aspirations Diploma Plus High School

District Borough Number (DBN):	17K646

Grades Served:	9-12 Transfer High School

School Address:	402 Eastern Parkway, Brooklyn, NY 11225

Phone Number:	(718) 773-7765

Fax:	(718) 773-4879

School Contact Person:	Sherma Fleming

School Contact Person Email Address:	Sflemin22@schools.nyc.gov

Principal:	Sherma Fleming

United Federation of Teachers (UFT) Chapter Leader:	Jeremy Taffel

Parents' Association President:	Odetta Maitland

SLT Chairperson:	Matthew Owens

Title I Parent Advisory Council Chairperson (PAC):	Annika Sealey

Student Representative(s) Middle /High School:	Ariella James

Student Representative(s) Middle /High School:	Kamar Thibodeaux

Community Based Organization (CBO) Representative:	Xavier Bishop

School-Based Students in Temporary Housing (STH) Liaison:	Charlene Mitchell

District Information

Geographic District:	17

Superintendent:	John Sullivan

Superintendent's Office Address:	198 Forsyth Street, New York, New York 10002

Superintendent's Email Address:	JSulliv3@schools.nyc.gov

Phone Number:	(646) 654-1261

Fax:	(646) 654-1742

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school's educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, 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**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team Resources** page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner's Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

Directions: List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature	
Sherna Fleming	Principal or Designee*		
Jeremy Taffel	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Tisha Hyde	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Stephenette Wright	District Council 37 (DC 37) Representative (staff), if applicable		
Imani Wilkins	Title I Parent Advisory Council Chairperson (or alternate)		
Ariella James	Student Representative (Required for middle and high schools)		
Kamar Thibodeux	Student Representative (Required for middle and high schools)		
Xavier Bishop	CBO Representative, if applicable		
Freida Ward	Parent		
Shirley Clarke	Member/SLTChairperson		
Glynda Beazil	Parent		
	Member/		
	Member/		
	Member/		
	Member/		
	Member/		
	Member/		

Additional Stakeholder Signature Page

Directions: Stakeholders participating in the development of the CEP who are not listed on the SLT page may sign below. Additional stakeholders may include, but not be limited to, school and district leaders, school staff, parents/families/guardians, students, community organizations, additional Core Community Engagement Team (CET) members (if applicable), members of the **School Implementation Team (SIT)**, and/or school-based staff development committee that serves as the Instructional Leadership Team (ILT) tasked to improve instructional practice across the school. Go to NYSED's guidance on **Requirements for Meaningful Stakeholder Participation** to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of the additional stakeholders indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic 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

Stakeholder Participation

Background

The CEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner's Regulations and Chancellors Regulations A655. All schools are expected to engage stakeholder representatives (via the School Leadership Team/Community Engagement Team) at every step of CEP development. Follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: **http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf**.

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Steps

The School Leadership Team will engage in five distinct steps to develop the CEP.

- Review multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes.
- Determine priorities and goals based on the needs identified.
- Identify an evidence-based intervention.
- Schedule actions/activities to occur during the year to reach the school's goals by addressing identified priorities and root causes
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an "X" in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Review multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes.	Step 2: Determine priorities and goals based on the needs identified.	Step 3: Identify an evidence-based intervention.	Step 4: Schedule actions/activities to occur during the year to reach the school's goals by addressing identified priorities and root causes.	Step 5: Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.
10/20/21					
11/10/21					
11/12/21					

Stakeholder Involvement Signature Page

Directions: In the table below, list the individuals involved in the development of the CEP, their relationship with the school, and the dates in which they participated. The individuals listed should include members of the School Leadership Team and, where applicable, the Community Engagement Team (for Receivership schools). The dates should match the dates identified in the Meeting Date table completed previously.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE CEP. If the school is unable to obtain a signature from an individual, the school should write "Addendum attached" and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the CEP, that team member shall note "Addendum Attached" next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Dates Involved *(enter m/dd in the space below for each date the individual attended)*

Stakeholder Name	Role	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	In Good Standing

Provide your school's mission statement:	Aspirations Diploma Plus High School, a transfer high school located in Crown Heights, Brooklyn, is designed to support students who need a small learning environment, have fallen behind in credits, have previously dropped out of school and have the desire to graduate. We are a student-centered learning environment where our staff demonstrates the heart and soul to ensure our students receive the socio-emotional, physical, mental, and academic supports to become positive life-long learners in society. Our goal as a school is not only to ensure our students earn their diploma but are equipped to take on the challenge of moving onto college, the military, and the workforce. We instill in our students the desire to dream beyond what their eyes can see around them. Our school motto D.R.E.A.M. (Driven to Reach Every Academic Milestone) embodies our mission for students to graduate with the necessary skills to become college and career ready. We believe every student is a dreamer who possesses hidden potentials and talents to carry them to the next level in their lives. We offer a substantial amount of after school programs, clubs and opportunities for our students to become successful.

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	Pillar 1: Target High Need Populations (Rating: 4) Aspirations Diploma Plus High School is a transfer school located in crown heights, Brooklyn. Our school demographics consist of 182 over-aged and under-credited students. There are 96 females (52%) and 85 males (48%) which comprise Black: 79%, Hispanic: 15.00%, Asian: 2%, American-Indian: 2%, and 1% white. Currently, we have 32% of Students with disabilities receive special education services and our English Language Learners 3%.

What are the primary digital and/or print curricula/programs used for ELA and Math:

Indicate the content area, grade band and any adaptations made.

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	9-10	HMH Collections	
ELA	11-12	HMH Collections	Classroom
Math	9-10	Engage NY; Go Math!	
Math	11-12	Engage NY; Agile Math	

Transfer School Data Tables and Pillar Alignment

Note: The charts below reflect relevant data regarding the student population served by this Transfer High School.

For definitions of Over-age/Under-credited categories please see: **https://infohub.nyced.org/docs/default-source/default-document-library/2019-20-educator-guide-hst.pdf**

Note: Most-at-risk students are included in the cohort at the end of the 7th year of HS. Other students are included at the end of the 6th year. Students who graduate after that timeframe are also included.

Year	Total Enrollment	Enrollment: Students entering transfer HS Most-at-risk Over-age/Under-credited	Enrollment: Students entering transfer HS Over-age/Under-credited, but not Most-at-risk	Enrollment: Students entering transfer HS not Over-age/Under-credited
2018-19	237	88	82	67
2019-20	200	77	74	49
2020-21	182	75	70	37
2021-22	99	33	38	28

Year	Average Credit Accumulation Students Beginning Year with 0.00 - 11.00 Credits	Average Credit Accumulation Students Beginning with 11.01 - 22.00 Credits	Average Credit Accumulation Students Beginning with 22.01 - 33.00 Credits	Average Credit Accumulation Students Beginning with 33.01 - 38.00 Credits
2018-19	7.7	6.63	8.14	7.36
2019-20	5.77	7.28	7.9	7.73
2020-21	1.84	3.36	4.79	5.20
2021-22	7.91	8.27	7.97	7.21

Year	Number of Students in Transfer HS Graduation Cohort	Number of Students in Transfer HS Graduation Cohort Graduated	Number of Students in Transfer HS Graduation Cohort Dropped Out	Number of Students in Transfer HS Graduation Cohort Still Enrolled or Earned Non-Graduation Credential
2018-19	49	24	20	5
2019-20	75	45	21	9
2020-21	94	40	29	21
2021-22	97	47	34	13

Transfer School Pillar Rating and Pillar Alignment Rationale

Directions: Complete the section below and rate Transfer School performance based on the five Transfer High School Pillars. Select a rating from the dropdown menus for the school's current competency on the five pillars with 5 being the highest rating and 1 being the lowest. In the space below each dropdown, provide a pillar alignment rationale (with evidence) to support the school's self-assessed rating(s) of 4 or 5; and/or indicate key strategies/interventions to address the pillars self-assessed at rating(s) of 1, 2 or 3. Note: Key strategies articulated must be evident in the school's action plan(s).

Pillar 1: Target High Needs Populations	4

Pillar 1 Rationale or Strategies/Interventions:	Pillar 1: Target High Need Populations (Rating: 4) Aspirations Diploma Plus High School is a transfer school located in crown heights, Brooklyn. Our school demographics consist of 182 over-aged and under-credited students. There are 96 females (52%) and 85 males (48%) which comprise Black: 79%, Hispanic: 15.00%, Asian: 2%, American-Indian: 2%, and 1% white. Currently, we have 32% of Students with disabilities receive special education services, and our English Language Learners 3%. As we transitioned last year as a consolidated school, we experienced significant hardships in the area of attendance. Our attendance dropped more than -14% last but for the 2019-2020 school year, but we are on a rebound to improvement. We are not where we want to be; currently, at 53.8% but with improvement, we strive to increase our attendance by 8 to ten points. We have implemented interventions and strategies to re-engage our students who were chronically absent by placing them in the Learning to Work Internship program to encourage them to earn while they learn. Many of the students encounter obstacles to staying in school due to teenage pregnancy, court involvement, substance abuse, single-parent households, housing, and immigration status but most of all assisting the family financially. Within our small learning community, more than 90% of our students are considered most at risk, however, we use our size to develop and build close relationships with them to place them on a positive path to re-engagement. We provide our students with the time and space to acquire, demonstrate and celebrate their learning experience at Aspirations Diploma Plus HS. Our goal as a transfer school is to provide comprehensive programs to support student's personal growth as they transition into healthy young adulthood, earn a high school diploma and acquire the skills and experiences to forge the life they want to live after high school.

Pillar 2: Conduct Student-Centered Admissions	4

Pillar 2 Rationale or Strategies/Interventions:	Pillar 2: Conduct Student-Centered Admissions (Rating: 4) Aspirations Diploma Plus High School is a student-centered school community that works diligently to support all at-risk students with the opportunity to earn their Regents or Local High School diploma. Our school provides enrollment opportunities to students three times a year and during the summer for the upcoming school year. During the intake process, our response to parents and students regarding their acceptable is done immediately or within a 24-time frame. Our enrollment/intake team consists of two Assistant Principals (Guidance and Administration), (two) school counselors, Parent Coordinator and CBO Director. Our team works collaboratively together to ensure students, and families are provided with the necessary information, and support systems to ensure their child will be successful in the learning environment. During the intake process, students and families meet with the Parent Coordinator and CBO Director where they review an individual plan for the student and opportunities to balance their educational endeavors. For instance, the CBO Director review the families' additional support system available to their children such as work-based learning (LTW), socio-emotional supports (Advocate Counselor/Social Work Interns/College Advisor), and extra-curricular activities they can get involved in at the school. In the event a student is not selected for our school during admission, we engage them with educational opportunities such as YABC/Co-Op-Tech/GED or another transfer school that suits the student's needs. Lastly, all students who seek admission to our school or were referred to other programs will be logged in the ATS system on the THOR screen by the parent coordinator to ensure data is captured. The following data illustrates how we re-engage students who are not accepted but move on to other alternative options. According to the THOR (Transfer High School Visit Summary)screen between August 2022 through January 9, 2023, we accepted 95 new students to our school. The overall acceptance rate was 96%. On the other hand, only 2% (9) of students changed their minds and remained at their current school to earn additional credits. The additional 2% of the students enrolled either in a GED program or YABC.

Pillar 3: Provide Unique Instructional Supports	4

Pillar 3 Rationale or Strategies/Interventions:	Pillar 3: Provide Unique Instructional Supports (Rating: 4) Aspirations Diploma Plus High School student programs are based on their needs from their recent high school transcript. Our students have the opportunity to engage in a variation of electives designed around STEM courses such as Robotics and 3D Printing, music and radio production, regents prep, YABC (Young Adult Borough Center), Co-op technical (Career Technical Education) programming (morning or afternoon session) and other courses of student interest and needs. More importantly, all of our core content classes adhere to the NYSED, NYC Department of Education Academic Policy, and the NYS Commissioner's Regulation on granting a course credit each trimester. In addition, Aspirations Diploma Plus High School offers students who currently possess between (25-27 credits) the opportunity to earn additional credits through shared instruction provided by the Young Adult Borough Center (YABC) which takes place outside the normal 8:20 am to 2:40 pm school day. The students enrolled in Aspirations Diploma Plus High school enter performing below their grade level in both English and Mathematics. In credit accumulation, students beginning the year with 1-11 credits earned an average of (7.70), those with 11.01-22 earned an average of (6.63%), those with 22-33 (8.14) and students with 33-38 credits earned an average of (7.36). Our first year, as a consolidated school earned an average graduation rate of 49%. It is imperative to provide the necessary support to ensure student success. In addition, we encourage students to attend tutoring and homework help during the lunch period on a daily basis and after-school on Wednesday and Thursday from 3 pm to 5 pm. Also, to further build our instructional supports and practices, we engage our pedagogical staff in professional development services and ongoing support to build a student-centered, engaging, and supportive learning environment to help our students succeed academically. Our professional learning is provided through extensive opportunities from our community partner Redesign and the Transfer School and Access Superintendent's Office with a focus on Literacy and Mathematics. It is reiterated through these workshops the method of improving student outcomes is anchored around classroom writing, student discussion, and academic language and vocabulary. To build teacher capacity, teachers engage in departmental/common planning time to strategically plan instructional strategies and practices to support their pedagogy. To support our teachers on a monthly basis, the 2nd and 4th Mondays of each month are dedicated to Youth Development Practices and College Access for All. During these workshops, the staff engages in meaningful dialogue about supporting our students socio-emotionally in the classroom. This is in collaboration with our partners Child Center of NY and MIC Clinic and resource bank that provides counseling, social support, housing, etc. for students. These include but are not limited to The Door, NYC WELL, CAMBA, etc.

Pillar 4: Individualized Student Support Services	4

Pillar 4 Rationale or Strategies/Interventions:	Aspirations Diploma Plus HS has built several partnerships to support our students. Currently, we work collaboratively with Child Center of NY (CBO), Medgar Evers College Liberty Partnership Program to provide individualized student support services. The Child Center of New York assigns all students to an advocate counselor who monitors student growth both academically and socially. They meet with their caseload of approximately 40-50 students on a bi-weekly basis assisting them with setting meaningful goals toward graduation and post-secondary plans. All advocate counselors have access to students' academic records using the DOE grading system to ensure students remain on track each trimester. With ongoing monitoring of students' attendance and academics, advocate counselors on a weekly basis conduct home visits to students in their caseload who are encountering hardships such as but not limited to depression, homelessness, health issues, etc. In addition, advocate counselors make outreach to parents of these students to keep them abreast of students' socio-emotional and academics on a monthly basis and log feedback in the google system. On a monthly basis, we send home attendance letters to parents informing them of their child's attendance. Also, parents are provided with credit accumulation and progress report letters throughout the trimester to ensure to stay abreast of their child's academic growth. Additionally, parents have 24-hour access to the DOE grading system which is an online system that can be used to monitor grades, analyze transcripts, identify attendance issues, and graduation progress to graduation timeline. Our school counselors hold grade meetings at the beginning of the school year which provides students with a snapshot of their credits, pathway to graduation, and post-secondary plans. During this meeting, all students are given a folder with an audit sheet of courses completed and credits needed for them to graduate. School counselors explain the importance of attendance, attending all classes, and finishing all necessary classwork. After this meeting, the school counselor meets with students individually to go over their individualized academic plans. Also, the school counselor works with the parent coordinator to facilitate parent workshops on understanding the transcript, applying, and paying for college and other post-secondary plan options. Furthermore, senior meetings are held on a monthly basis to update students on their progress toward graduation.

Pillar 5: Provide Tailored Post-Secondary and College/Career Readiness Preparation	4

Pillar 5 Rationale or Strategies/Interventions:	Pillar 5: Post-secondary Planning and College and Readiness Supports (Rating: 4) Aspirations Diploma Plus High school has been struggling with supporting students in the area of college and career readiness. However, we have implemented some practices to support our students in this area. We have developed partnerships with neighborhood colleges and trade schools to support our students in this area. In addition, our current Community-Based Organization works closely with the school on additional support in the socio-emotional with students preparing to graduate from high school. Aspirations Diploma Plus High School in partnership with the Child Center of New York, Medgar Evers Liberty Partnership Program, and Medgar Evers STEP program works collaboratively to expose our students' grades 9-12 to opportunities towards college and career exploration. The Medgar Evers Liberty Partnership program works with the Senior school counselor to support students to develop a college or post-secondary career transition plan. Each student must complete the plan which asks about their interest, college or work supports needed for success, and educational goals after high school. This further assesses the necessary support needed to be put in place by the Guidance Department and College Office. Our senior counselor, college advisor, and Liberty Partnership Site Coordinator support students with writing their college essays, college applications, college and career trips, and opportunities. During the current school year 2022-23, our students participated in 10 College and Career trips with students grades 9-12. Although our post-secondary College and Career Readiness index were lower than our comparison group, for the 2022-23 school year, we look forward to inducting 30-40 students into our College Bound Academy Program. This program selected a group of students willing to take advantage of the opportunities to expose them to college earlier with the expectation to enroll. These students have begun to fill out their college applications, attend financial aid workshops and apply for the SAT/ACT examination. The Learning to Work program is Students in the Learning to Work Program must complete a resume, cover letter, and interview to become a student intern. Moreover, all students must attend mandatory Friday workshops and meetings on careers, time management, dressing for success, resume writing, etc. Currently, our Learning to Work program consists of over 70 interns a year. 80% of these students are placed at job sites outside of the building based on student interest. Also, as a school, we are working on the CDOS pathway in conjunction with our Learning to Work Program. The CDOS program is organized by the Assistant Principal of Guidance, the school counseling staff, and our programmer. This year, in addition, to pushing students to the LTW program, more students want to attend the Co-op Technical program as an option after graduation.

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

DIRECTIONS: IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

NOTE: YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN

IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCS.

AREA OF CONCENTRATION HIGH SCHOOL ELA

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Identify students who are scheduled to take the ELA Regents in January and June 2023	STARS (transcripts), (progress to graduation tracker (2021-22), Audit worksheet for all students (2021-forward)	Transitioning from in-person learning to remote learning.
Provide the opportunity for students to attend tutoring support for ELA Regents	STARS, Transcripts (2020-2022), after-school participation attendance and survey	Need additional funding and lack of student participation

High School ELA SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	64	By June, 2023, there will be a 5% increase from 64% to 69% of all students achieving 65 or above on the NYS ELA Regents Examination.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/17/21			
ELA Regents	% of students passing	64	No regents were administered	Regents were cancelled	62%

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/31/2022	10/15/2022	School counselors review their current caseload for students to ensure their schedule is correct. Students who are scheduled to take the ELA regents in January, meet with counselor to review transcript and courses for the 1st Trimester
08/31/2022	10/15/2022	Administrators worked collaboratively with pedagogy to ensure students are prepared for ELA Regents examination through professional development workshops (twice a month)
08/31/2022	10/15/2022	Teachers implement instructional strategies with the focus on argumentative essays, complex texts, literary elements, etc. Special Education teachers working closely with SWD's by providing them with materials to support their learning.
08/31/2022	10/15/2022	Medgar Evers Liberty Partnership program tutors partner with teachers in ELA to support struggling learner (SWD's and ELL's) to understand the material
10/15/2022	12/15/2022	Medgar Evers Liberty Partnership program tutors partner with teachers in ELA to support struggling learner (SWD's and ELL's) to understand the material
10/15/2022	12/15/2022	Support students in ELA courses where English Language Learners are enrolled with scaffolding materials to address reading comprehension, writing skills (essay builder), understanding complex text
10/15/2022	12/15/2022	Continue to use the writing strategy ICE-T and the school-wide rubric to address argumentative writing tasks for all students including ELL's SWD's, etc.
10/15/2022	12/15/2022	Continue to infuse Academic Vocabulary using the Frayer method into weekly instruction.
10/15/2022	12/15/2022	Special Education teachers working closely with SWD's by providing them with materials to support their learning.
10/15/2022	12/15/2022	General Education teachers providing one-on-one support with students who are SWD's and ELL's outside of the classroom
12/16/2022	01/30/2023	School counselors review their current caseload for students to ensure their schedule is correct.
12/16/2022	01/30/2023	Students scheduled to take the ELA regents in January meet with their counselor to review transcript and courses for the 2nd Trimester
12/16/2022	01/30/2023	Students scheduled to take the ELA regents in January meet with their counselor to review transcript and courses for the 2nd Trimester
12/16/2022	01/30/2023	Special Education teachers working closely with SWD's by providing them with materials to support their learning.
12/16/2022	01/30/2023	General Education teachers providing one-on-one support with students who are SWD's and ELL's outside of the classroom
12/16/2022	01/30/2023	Students and parents are informed about the progress of their child in courses which ends in Regents examinations
12/16/2022	01/30/2023	Guidance counselor review transcripts of students who are scheduled to receive the January ELA examination waiver
12/16/2022	01/30/2023	Monitor the number of students who are scheduled for the ELA examination in January ensuring they are on track to pass the course

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/03/2023	03/18/2023	Continue to use the writing strategy ICE-T and the school-wide rubric to address argumentative writing tasks using a common thread for teaching text analysis in ELA classes throughout the school year.
02/03/2023	03/18/2023	Incorporating a weekly Grammar Lesson based on the teacher's weekly examination of student work to support struggling learners. Continue to infuse Academic Vocabulary using the Frayer method into weekly instruction.
02/03/2023	03/18/2023	Administrators worked collaboratively with pedagogy to ensure students are prepared for ELA Regents examination through professional development workshops (twice a month)
02/03/2023	03/18/2023	Medgar Evers Liberty Partnership program tutors partner with teachers in ELA to support struggling learner (SWD's and ELL's) to understand the material
02/03/2023	03/18/2023	Teachers will continue to implement instructional strategies with the focus on argumentative essays, complex texts, literary elements, etc. Guidance counselor review transcripts of students who are scheduled to take the June ELA examination
03/05/2023	05/14/2023	Medgar Evers Liberty Partnership program tutors continues to partner with teachers in ELA to support struggling learner (SWD's and ELL's) to understand the material
03/21/2023	05/14/2023	Support students in ELA courses where English Language Learners are enrolled with scaffolding materials to address reading comprehension, writing skills (essay builder), understanding complex text
03/22/2023	05/14/2023	School counselors review their current caseload for students to ensure their schedule is correct. Students who are scheduled to take the ELA regents in January, meet with counselor to review transcript and courses for the 2nd Trimester
05/17/2023	06/25/2023	Continuously provide progress of student to parents through google platform and skedula (pupilpath)
05/17/2023	06/25/2023	Continue to work closely with school counselors to ensure all transcript audits of students is updated regarding all NX's courses in ELA
05/17/2023	06/25/2023	Review transcripts of outgoing seniors and rising juniors who have earned a passing grade in ELA courses that result in ELA regents waiver.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/01/2022	06/17/2023	Provide the opportunity for students to attend after-school tutoring/homework and Regents prep programs to support them in preparation of the Regents Exam. CBO will work closely with English teachers to identify students to attend these programs after-school and encourage them to do so in conjunction with the Learn to Work program.	CBO Partnership (Child Center of NY)

Human Resources	Administrators, ELA content teachers, school counselors
Instructional Resources	HMH Curriculum textbooks and instructional guides; software to support Regents Prep
Schedule Adjustments	N/A
Other Resources Needed	Funding for after-school programs

AREA OF CONCENTRATION HIGH SCHOOL MATH

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Addressing lack of math skills and basic foundation building for students	STARS/ATS/Progress to Graduation (2021-2022)	Gaps in education due to
Providing additional support for struggling learners in content area	STARS (grades), assessments for students	Lack of attendance for in-person learning. Providing scaffolding materials to support struggling learners

High School Math SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	18%	By June 2023, there will be a 2% point increase, from 18% to 20% of All Students achieving at 65 or above on the NYS Algebra 1 Regents Examination.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/13/21			
Common Core Algebra Regents Examination	% of students passing	17%	No Regents administered using previous results	20% previous results	28%

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/30/2022	09/30/2022	Assistant Principal works closely with guidance staff to program and schedule students for their current semester courses
08/30/2022	09/30/2022	Review transcripts of students who need to take the Algebra 1 Regents for January
08/30/2022	09/30/2022	Instructional practices and feedback to help teachers improve their classroom formative assessments for students taking the Algebra 1 Regents Instructional strategies and focus on graphical representations for algebra and geometric classes using remote tools such as DESMOS and Geogebra.
08/30/2022	09/30/2022	Support students in Math courses where English Language Learners are enrolled with scaffolding materials to address Ensure students are programmed for the common core Algebra 1 courses that results in the Regents
08/30/2022	09/30/2022	Medgar Evers Liberty Partnership program tutors partner with teachers in Math to support struggling learner (SWD's and black students) to understand the material
10/05/2022	11/30/2022	Review transcripts to all students including SWD's to support students who will be able to get their regents waived for January whose courses end in the Algebra 1 Regents
10/20/2022	11/30/2022	Monitor students via skedula/google classroom who needs to pass their Algebra 1 classes on a bi-weekly basis
10/01/2022	11/30/2022	Teachers working closely with students who are behind academically to support them to complete their assignments.
12/01/2022	01/30/2023	Instructional practices and feedback to help teachers improve their classroom formative assessments for students taking the Algebra 1 Regents

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. <u>Note:</u> ~~Pr~~ogress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/03/2023	03/16/2023	The math department will conduct at least 2 virtual lab classroom inter-visitations to demonstrate an instructional focus area implementation in mathematics for the 3rd trimester.
02/03/2023	03/16/2023	Focus areas include higher order questioning, tasks, academic discussion, and formative assessment to prepare students for regents in June. Assistant Principal of guidance continuously works closely with guidance staff to program and schedule students for their current semester courses
02/03/2023	03/16/2023	Work closely with Lead AP Master teacher on instructional strategies to support students in Algebra 1 classes
02/03/2023	03/16/2023	Medgar Evers Liberty Partnership program tutors partner with teachers in ELA to support struggling learner (SWD's and ELL's) to understand the material
02/03/2023	03/16/2023	Support students in Math courses where English Language Learners are enrolled with scaffolding materials to address
02/03/2023	03/16/2023	Ensure students are programmed for the common core Algebra 1 courses that results in the Regents
02/03/2023	03/16/2023	Review transcripts of students who need to take the Algebra 1 Regents for the January
03/22/2023	05/16/2023	Instructional practices and feedback to help teachers improve their classroom formative assessments for students taking the Algebra 1 Regents Instructional strategies and focus on graphical representations for algebra and geometric classes using remote tools such as DESMOS and Geogebra.
03/22/2023	05/16/2023	Administrators work closely with Lead AP Master teacher to provide pedagogy professional development on instructional strategies and academic interventions to support students who are struggling in Algebra 1 classes
03/22/2023	05/16/2023	The Mathematics department conducting vertical team meetings to focus on key skills that students needs with student work analysis protocols.
05/17/2023	06/25/2023	Instructional practices and feedback to help teachers improve their classroom formative assessments for students taking the Algebra 1 Regents

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/01/2022	06/11/2023	Work with students to increase their participation to attend after-school tutoring and regents prep	CBO After-school program (Child Center of NY)

Human Resources	Teachers, Administrators
Instructional Resources	Regents Prep Instructional guides; Regents Prep Software, Adjustment of curriculum for content area
Schedule Adjustments	Based on students identified for Regents Examination in January and June;
Other Resources Needed	Funding

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Shift the culture and climate of the school building and surrounding community to make students feel safer in participating the survey	OORS reports (2021-present), Attendance, School Survey participation (2021-present)	Lack of completing the survey, lack of motivation to attend school, external factors,

Supportive Environment Framework (SEF) - Required SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Collaborative & Trusting Relationships		By June 2023, the safety and security concern questions located in the NYC school survey will increase in participation from 50% to 55% for students attending our school.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		11/10/2021			
NYC School Survey	# of students completing the school survey in particular the question regarding safety and security concerns	50 students complete survey	No surveys Distributed	less than 30	30+

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/30/2022	10/01/2022	The key personnel to oversee this goal is Administrators, school counselors, support staff, CBO partners, etc. Work with students to build a safe and secured culture in the school building. Provide students with the opportunity during town hall to address their concerns about safety and security.
10/01/2022	11/30/2022	The key personnel to oversee this goal is Administrators, school counselors, support staff, CBO partners, etc. Create a new climate and culture in the school with team building activities with all student groups. Students will participate in activities such as rock climbing, escape room, additional programs to address student concerns
12/01/2022	01/30/2023	The key personnel to oversee this goal is Administrators, school counselors, support staff, CBO partners, etc. Conduct an internal survey to ask students what will make them feel safe in the school environment. Ask them they concerns needed to be addressed

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/03/2023	04/01/2023	The key personnel to oversee this goal is Administrators: Review all incidents regarding safety and security in the building bases on infraction levels
04/01/2023	05/31/2023	The key personnel to oversee this goal is Parent Coordinator, administration, CBO, support staff, etc. Work with the school to ensure students complete their surveys in a timely fashion during parent-teacher conferences and other parent events.
06/01/2023	06/16/2023	The key personnel to oversee this goal is Parent Coordinator, administration, CBO, support staff, etc. Provide a feedback opportunity/workshop/town hall for students to speak about what has improved and needs improvements in the school community regarding safety and security.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/01/2022	12/01/2022	Work with CBO to encourage students to complete the surveys in a timely fashion using opportunities where students gather for activities such as Dream Studio; dance, radio production; after-school mentorship; young empowerment groups for young men and women, etc.	Child Center of NY (CBO) advocate counselors, internship coordinator, etc.
12/02/2022	06/16/2023	Work with advocate counselors for all students to log whether they completed the survey prior to its end date.	Child Center of NY (CBO) advocate counselors, internship coordinator, etc.

Human Resources	Administrators, support staff, CBO staff, teachers, school counselors
Instructional Resources	N/A
Schedule Adjustments	N/A
Other Resources Needed	Incentives for students to complete the surveys in a timely fashion

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increasing attendance in our school community	ATS (current Attendance Stats)	External factors such as working, child care, unmotivated, etc.
Addressing students credit accumulation gaps for the previous years	STARS (credit accumulation, progress to graduation tracker, etc.	External obligations for families to provide for households

Chronic Absenteeism SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	51%	By June, 2023, Chronic Absenteeism for All Students will Increase by 4%, from 51% to 55% as measured by Attendance (ATS report; Monthly RCUA reports, Daily RDAL report).

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
Attendance records (ATS, RCUA, RRSA)					51.4%

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. <u>Note:</u> Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/30/2021	10/14/2021	Monitor attendance reports on daily and weekly basis such as (STARS classroom, RDAL, RCUA, etc) . Monitor register projections in terms of students who have been chronically absent. Re-engage students by providing them all academic and social supports Work closely with students to ensure they stay engaged during the semester Continue to use the support staff as an outlet to reach students who are chronically absent. Outreach are done to students who were listed as LTA's the previous semester Parent letters are sent via email regarding students attendance each month Staff conduct daily phone calls and outreach to all students on current register After three days of absence, CBO conduct additional outreach including home visits Teachers work closely with families and students who are chronically absent to make-up their classwork on a weekly basis
10/15/2021	12/15/2021	Monitor register projections in terms of students who have been chronically absent. Re-engage students by providing them all academic and social supports Monitor attendance reports on daily and weekly basis such as (STARS classroom, RDAL, RCUA, etc) . Guidance team work with the outreach to reach students on the caseload and hold parent meetings School counselor hold one-on-conference with students who are missing classes after three days School counselor work closely with the Attendance team to re-engage students who are chronically absent School implements socio-emotional outreach to students who are chronically absent to re-engage them to school
12/16/2021	01/28/2022	Monitor attendance reports on daily and weekly basis such as (STARS classroom, RDAL, RCUA, etc) . Continue to provide outreach to students who are close to graduating in the 2020-21 school year and re-engage them to earn their credits. Support students who are attend school two days a week and try to move them to four or five days

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. <u>Note:</u> Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/03/2022	03/18/2022	Continue to monitor attendance reports on daily and weekly basis such as (STARS classroom, RDAL, RCUA, etc) . Review Attendance data for the second half of school year and reach out to students whose attendance was 70% or below Support staff continues to work with students and families whose daily attendance is less than three days a week
02/03/2022	03/18/2022	Assistant Principal continues to monitor the attendance of students who are all learners to monitor attendance
02/03/2022	03/18/2022	Staff work closely with students who are fully remote and blended to ensure they stay engaged during the semester Outreach are done to students who were listed as LTA's the previous semester
02/03/2022	03/18/2022	Child Center of New York (CBO) implemented an attendance incentive through the learn to work program to support students who are chronically absent to attend school more regularly. Parent letters are sent via email regarding students attendance each month
02/03/2022	03/18/2022	Teachers work closely with families and students who are chronically absent to make-up their classwork on a weekly basis
03/22/2022	05/14/2022	Monitor attendance reports on daily and weekly basis such as (STARS classroom, RDAL, RCUA, etc). Staff conduct daily phone calls and outreach to all students on current register. After three days of absence, CBO conduct additional outreach including home visits
03/22/2022	05/14/2022	Child Center of New York (CBO) implemented an attendance incentive through the learn to work program to support students who are chronically absent to attend school more regularly.
03/22/2022	05/14/2022	Teachers work closely with families and students who are chronically absent to make-up their classwork on a weekly basis
03/22/2022	05/14/2022	School counselors work closely with their cohort of students along to re-engage especially those who are chronically absent.
03/22/2022	05/14/2022	School implements socio-emotional outreach to students who are chronically absent to re-engage them to school
03/22/2022	05/14/2022	Parent letters are sent via email regarding students attendance each month
03/22/2022	05/14/2022	Teachers provide outreach to parents of students missing classes on a weekly basis
05/17/2022	06/25/2022	School counselors continue to monitor all students to complete the semester to earn their credits and high school diploma.
05/17/2022	06/25/2022	Teachers continue to work closely with families and students who are chronically absent to make-up their classwork on a weekly basis to earn a passing grade.
05/17/2022	06/25/2022	School counselors work closely with the Attendance team to re-engage students who are chronically absent
05/17/2022	06/25/2022	School implements socio-emotional outreach to students who are chronically absent to re-engage them to school

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/04/2021	12/21/2021	We will empower our families by partnering with in-house and outside community based organizations to provide workshops to support our families. Currently, we families are exposed to workshops on their child's education that places an emphasis on high school expectations, reading a transcript, college and career exploration, sexual and mental health, physical health and empowerment groups for their children. Parents are involved in all school -wide community events as stakeholders in our school community. Parents workshops will be conducted on a monthly basis to keep parents informed on the support services for their children. Also, parents will be involved in all school related workshops provided from our guidance dept.	Child Center of NY(CBO), Elevate, MIC Clinics, NYC Teens Connection, Bedford-Union Armory (partners)
01/10/2022	06/17/2022	We will empower our families by partnering with in-house and outside community based organizations to provide workshops to support our families. Currently, we families are exposed to workshops on their child's education that places an emphasis on high school expectations, reading a transcript, college and career exploration, sexual and mental health, empowerment groups for their children. Parents are involved in all school -wide community events as stakeholders in our school community. Parents workshops will be conducted on a monthly basis to keep parents informed on the support services for their children. Also, parents will be involved in all school related workshops provided from our guidance dept.	Child Center of NY (CBO), Elevate, MIC Clinics, NYC Teens Connection (partners)

Human Resources	Teachers, School Counselors, Assistant Principal and Principal
Instructional Resources	After-school programs (Enrichment, homework help) - textbooks, supplies, etc.
Schedule Adjustments	N/A
Other Resources Needed	N/A

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Completing IEP's in a timely fashion with proper alignment of goals and program services for all students with disabilities	SESIS, Programming (2021-22)	Need additional funding to hire special education teachers

Quality Individualized Education Program SMART Goal **Directions:** After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	50%	By June 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve IEP review, SESIS and Program service reports by 5%, from 50% to 55%, as measured by Timeliness of IEP completion, Alignment of IEP goals and recommended programs and services.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/17/2021			
IEP from SESIS	% of IEP's done in a timely fashion	50%	50%	45%	50%

Action Planning

Directions: Identify the progressive action steps your school will take, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/14/2022	06/25/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Assistant Principal assigned to monitoring the Special Education department and mandates, work closely with IEP teacher to review all IEP's on a weekly basis
09/14/2022	06/25/2023	Develop appropriately rigorous standards-aligned annual goals	Special Education teachers work closely with classroom teachers to make sure they incorporate the standards and goals for every student based on their skill level. The Special education team meets to discuss and review with all teachers the Chapter 408 regarding all IEP's
09/14/2022	06/25/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	As a school community, all stakeholders are involved but more importantly the special education teachers and Assistant Principal who monitors the progress of SWD's in the general education classes and ensure the students disability is met appropriately.
09/14/2022	06/25/2023	Ensure that programs and services mandated on each student's IEP are delivered	Assistant Principal work closely with all pedagogy and special education teachers to ensure all programs and services are rendered Assistant Principal of guidance work closely with guidance counselors for mandated counseling and related services to ensure all services are rendered. Work closely with the school based support team as well. Special education teachers attend weekly meetings to support students with instructional strategies in the classroom. Teachers provide a feedback form regarding the progress of SWD's in their classrooms. Work collaboratively with the teachers across all content areas
09/14/2022	06/25/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	The transitional coordinator/liaision works closely with the guidance staff regarding all planning is done appropriately prior to the student graduating from high school. In addition, we provide workshops for students who are going into the vocational training programs after high school Medgar Evers College Liberty Partnership Program work closely with our guidance team in supporting students and their needs through the transitioning process as well.
09/14/2022	06/25/2023	Conduct IEP meetings within specified compliance dates	A calendar is created in the beginning of the school year to conduct all IEP meetings The caseload is divided up between the two special education teachers from the beginning of the school year. The Assistant Principal of Special Education monitors the progress of all IEP's each week. A weekly report is sent to the Principal regarding all IEP's completed for the week. All IEP's meeting are scheduled prior to the due dates by sending out letters and conducting phone outreach to parents.
09/14/2022	06/25/2023	Monitor referrals to Special Education to ensure appropriate referrals only	The Assistant Principal of Special Education monitor the referral system and works closely with the special education teachers. The Administration cabinet work closely with all pedagogy when it comes to students who are struggling and may have not been identified as needing additional support services.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/14/2022	01/30/2023	Conduct workshops for parents of students with disabilities.	Child Center of New York (CBO),
02/12/2023	06/25/2023	Provide opportunities for parents to meet with community based organization to leverage resources regarding post-secondary plans and vocational skills for student	Learn to Work (CBO's), Access VR

Human Resources	Additional hiring of teacher with Special Education licenses
Instructional Resources	Curriculum, textbooks and support instructional material for students to improve their ELA and Mathematics skills
Schedule Adjustments	Review students needs on a Bi-weekly or Monthly basis
Other Resources Needed	N/A

AREA OF CONCENTRATION GRADUATION RATE

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Identify students in Cohort W who are on track/off track to graduate in June 2023	Progress to Graduation Tracker, Transcripts, ATS	To monitor students who are struggling to earn credits or pass the necessary regents to obtain their high school diploma. Senior counselor will monitor the grades during each trimester to ensure students earn their credits.

Graduation Rate SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	40	By June 2023, the graduation rate in Cohort V will increase from 50% to 55%, as measured on ATS/STARS and Insight data

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		11/1/2021			
Cohort V Data	% of students who graduate in June and August	50%	35% of students of Cohort V graduate	40%	49%

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific

priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/31/2022	10/15/2022	Guidance counselors review students transcript and schedule them for their classes for the semester. Review transcripts of students who are graduating in Cohort V for the first trimester Guidance counselors conduct one-on-one meetings with seniors in Cohort V to review graduation credentials
10/15/2022	12/15/2022	Students attend several senior meetings with guidance counselor Students review their progress reports from Skedula/google platform to make sure they are passing current courses for first trimester Hold parent workshops for parents to review their child's transcripts and graduation requirements
12/16/2022	01/30/2023	Ensure students in Cohort V who are programmed for classes that results in the regents so they can qualify for the regents waivers for the upcoming January Regents.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/03/2023	03/17/2023	Guidance counselors review students transcript and schedule them for their classes for Trimesters 2 Guidance counselors conduct one-on-one meetings with seniors in Cohort V to review graduation credentials Review transcripts of students who are graduating in Cohort V for the second and third trimesters Review graduation requirements for students in Cohort V who can graduate in March.
03/22/2023	05/14/2023	Guidance counselors review students transcript and schedule them for their classes for Trimesters 3 Students attend several senior meetings with guidance counselor Students review their progress reports from Skedula/google platform to make sure they are passing current courses Hold parent workshops for parents to review their child's transcripts and graduation requirements
05/17/2023	06/25/2023	Review students regents exams and schedule them in STARS Ensure students in Cohort V who are programmed for classes that results in the regents so they can qualify for the regents waivers for the upcoming June Regents (in case regents are cancelled) Review cohort V data to ensure are prepared to graduate

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/01/2022	12/01/2022	Provide workshops for parents and students regarding expectations for completion of all academic requirements for the school year	CBO partnership with college advisor and DOE senior counselor
12/02/2022	06/16/2023	Providing workshops on the comprehension of a high school transcript; what does my child need to graduate; what are the next steps in supporting students in earning their credits; graduation requirements, etc.	CBO partnership with college advisor and DOE senior counselor

Human Resources	Administration, school counselor, teachers, paraprofessionals, etc
Instructional Resources	Provide students with a folder of their course audit sheet (progress to graduation) tracker form; transcripts, etc.
Schedule Adjustments	Working monthly to review cohort of students, group meetings (according by caseload)
Other Resources Needed	Funding for per session

AREA OF CONCENTRATION COLLEGE, CAREER & CIVIC READINESS (CCCR)

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase college options and post-secondary options in the first two months of the semester to push students towards higher education	College Access for All Data profiles (post-secondary), the # of CUNY Applications submitted in previous years (2021-2022)	Students lack of interest in going to college versus deciding to go into the workforce

College, Career & Civic Readiness (CCCR) SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	4%	By June, 2023, College, Career & Civic Readiness (CCCR) for All Students will Increase 2 %, from 4% to 6% , as measured by FAFSA Applications, CUNY and SUNY, Private school applications.4

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		10/5/2021			
# CUNY applications	# of students who applied to college for Fall 2022	28 applications	5applications	10	13

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/30/2022	10/01/2022	The key personnel to oversee this goal is our school counselors, LLP partner, AP of guidance and Principal Identify cohort data for students in cohort V who can graduate during the 2021-22 school year. Ensure students are college and career ready in ELA and Mathematics (75 and 80) based on scores on Regents examination Enroll students in College and Career Readiness courses such as AP courses Make sure all curriculum and instruction prepare students for college and beyond
10/01/2022	12/01/2022	School counselors and senior advisor will schedule students who are juniors and seniors to attend virtual college tours and explorations to determine college choices Work closely with Medgar Evers College Liberty Partnership Program along with guidance counselors to review all college applications The number of CUNY fee waivers utilized for students for the upcoming 2021-2022 school year The key personnel to oversee this goal is our school counselors, LLP partner, AP of guidance and Principal
12/01/2022	01/28/2023	Continue to monitor all student college applications Conduct college and career readiness workshops for parents and students The key personnel to oversee this goal is our school counselors, LLP partner, AP of guidance and Principal

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. <u>Note:</u> Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/03/2023	04/01/2023	The key personnel to oversee this goal is our school counselors, LLP partner, AP of guidance and Principal Conduct college and career readiness workshops for parents and students Continue to monitor all student college applications that made changes during the first half of the school year. Make sure students meet all deadlines for colleges including CUNY assessment examinations and financial paperwork Monitor students who applied for colleges; students who have completed their financial aid packages; students who went through orientation and selecting Fall Program (2021)
04/01/2023	05/31/2023	The key personnel to oversee this goal is our school counselors, LLP partner, AP of guidance and Principal Guidance counselors continue to work with students on their financial aid packages Medgar Evers College Liberty Partnership program continue to work with students to prepare for CUNY assessment
06/01/2023	06/25/2023	The key personnel to oversee this goal is our school counselors, LLP partner, AP of guidance and Principal Students declare the college selection; students who went through orientation and selecting Fall Program (2021)

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/01/2022	12/01/2022	Provide workshops with students and families that address post-secondary plans of all students; provide parents and students with the expectations regarding higher education, workforce, military options for students	LTW Coordinator (CBO); external partners of work sites (partners)
12/02/2022	06/16/2023	Provide parents and students with the various community engagement opportunities that provide the expectations regarding higher education, workforce, military options for students to complete	LTW Coordinator (CBO); external partners of work sites (partners)

Human Resources	School Counselors, Administrators, Teachers, Advocate Counselors, Senior Advisor
Instructional Resources	College Applications; external partnerships resources for all students and parents
Schedule Adjustments	N/A
Other Resources Needed	Funding for staff conducting workshops from Department of Education

SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Academic Support

NYCDOE Multi-Tiered Systems of Support (MTSS) align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

Directions: Complete the chart and identify Tier 2 or 3 MTSS Academic supports:

Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Individual/small group counseling (Tier 2)	All students are eligible	Secondary interventions	One-to-one	Before, during and after school	Yes, Google Classroom
Social and Academic Instructional Groups (Tier 2)	All students are eligible	Secondary interventions	Small group	Before, during and after school	Yes, Google Classroom
Faculty/staff mentor (Tier 3)	All students are eligible	Tertiary interventions	One-to-one	Before, during and after school	Yes, Google Classroom

Student Social/Emotional Support

Directions: Complete the chart and identify Tier 2 or 3 MTSS Student Social/Emotional supports. Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Individual instruction in SEL competencies and skills (Tier 3)	All students are eligible	Tertiary interventions	One-to-one	Before, during and after school	Yes, Google Classroom
SEL practice and coaching (Tier 3)	All students are eligible	Tertiary interventions	One-to-one	Before, during and after school	Yes, Google Classroom
SEL-focused community building circles (Tier 2)	All students are eligible	Secondary interventions	Small group	Before, during and after school	Yes, Google Classroom

Students in Temporary Housing (STH) Support

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). All Title I and non-Title I schools receive a Title I allocation for STH students. The **Students in Temporary Housing (STH)** website provides guidance on STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to **TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures**.

Identify the number of Students in Temporary Housing who are currently attending your school. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	Currently, we have 6 students for the 22-23 school year. In September 2022, we will update this page according to the new number of students reported.

Describe the services you are planning to provide to the STH population.	Students in Temporary housing set-asides are for necessary supplies and clothing for students. In addition, students are provided with additional transportation cards in case they have appointments and job related matters to take care of outside of the building. Students in temporary housing have the opportunity to participate in all after-school academic, social and physical services and supports. They meet with school counselors and administration team to address any additional supports needed for them to be academic and socially successful. Also, they will have one-on-one meetings with school counselors on a bi-weekly basis to address any concerns they have encountered.

Expanded Learning Time (ELT) Support

The ELT program aligns with Multi-Tiered Systems of Support (MTSS) and will be offered to all eligible students who are considered at-risk of not meeting state standards. Note: Receivership schools must commit to 200 student contact hours of ELT.

Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to 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.	

2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.	

3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.	

SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

Directions: The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current Comprehensive Education Plan (CEP) goals for improving student achievement and should be developed or updated with input and feedback from parent leaders and the Parent Coordinator. In addition, if the school community will be engaged in central parent engagement 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.

In Title I schools, the Title I Parent Advisory Council (PAC) represents the Title I parent community in supporting parent and family engagement. The Title I PAC Chairperson will serve in a consultative role with the SLT representing the school's Title I parents. Schools are encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.

Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. Aspirations Diploma Plus High School, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement 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 (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students

Aspirations Diploma Plus High School will support parents and family members 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 learning 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;

Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement 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 family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement 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 and Family Engagement 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 and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact; • engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills; • ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement 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 Advisory Council. This includes providing technical support and ongoing professional learning, 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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report; • host the required Annual Title I Parent Meeting 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 and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA; • 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.

Encouraging School-Level Parental Involvement
The school will further encourage school-level parent and family engagement by: • 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 Advisory Council; • 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)

School-Parent Compact (SPC)
Aspirations Diploma Plus High School, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality CurriculumI. School Responsibilities: High Quality Curriculum
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 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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships
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 each school year for parents and family members 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff
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;

I. School Responsibilities: Providing General Support to Parents
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 learning opportunities (times will be scheduled so that the majority of parents can attend); • sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; • supporting parental involvement activities as requested by parents and family members; • ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy; • advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) 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 and Family Engagement Policy and this Compact; • participate in or request training offered by the school, district, central and/or State Education Department to 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 Advisory Council, 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.

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

2022-23 Grades K-12 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the services of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language (DL) program, should be updated in this form.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **Policy and Reference Guide for MLs/ELLs** and **LAP InfoHub**.

PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2022-23 school year. If completing before the 2022-23 school year begins, questions should be based on the anticipated population served by the school.

For additional information, refer to **School ML/ELL Profile Professional Learning Module**.

A. School Information

District:	17
Borough:	Brooklyn
School Number:	646

B. Language Allocation Policy Team Composition

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.

Member Title	Name
Principal	Sherma Fleming
Assistant Principal	Wayne Anderson
English as a New Language (ENL)/Bilingual Teacher	Michael Martella
School Counselor	Celina Acham
Parent Coordinator	Selen Adams-Thomas
Related-Service Provider	Tatyana Ulubabova
English Teacher	Timothy Penney
Teacher/Subject Area	
Parent	

C. Teacher Qualifications

Please review all certifications for all staff members at your school, and complete the number of certified staff for each category.

1. English to Speakers of Other Languages (ESOL) Certified Teacher

Number of ESOL certified teachers currently teaching ENL:	1
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K–6]:	N/A
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	0
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0

3. Foreign Language/World Language Certified Teachers

Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7–12]:	1

D. Student Demographics

Total number of students at your school (excluding pre-K):	137
Total number of current ELLs at your school:	4
Total percentage (%) of current ELLs at your school:	3.6%
Total number of former ELLs at your school:	4
Total percentage (%) of former ELLs at your school:	1.8%

PART II: BILINGUAL PROGRAMS

Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2022-23 school year*. If submitting before the 2022-23 school year begins, this should be the anticipated number of classrooms based on anticipated enrollment.

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

For additional information, refer to **Bilingual Programs Professional Learning Module**.

- Bilingual Programs in Grades K to 12

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	N/A																0
TBE	N/A																0
TBE	N/A																0
DL	N/A																0
DL	N/A																0
DL	N/A																0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL)?	No

PART III: ML/ELL PROGRAMMING

Please refer to New York State **Commissioner's Regulation (CR) Part 154 Units of Study Tables** as you describe academic programming for MLs/ELLs at your school below.

For additional information, refer to **ML/ELL Programming Professional Learning Module**.

1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 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], homogenous [proficiency level is the same in one class]). Stand-alone English as New Language (ENL)	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.
Integrated English as New Language (ENL)	N/A
Bilingual Education (If applicable) ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program	N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?	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 a nd Expanding ELLs receive a minimum of 180 minutes of ENL instruction; a nd Commanding students receive a minimum of 90 minutes of ENL instruction. Al l ENL instruction is delivered by a certified ENL teacher.

3. For schools with Dual Language programs:	
Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated	N/A
In which language(s) is each core content area taught?	N/A
How is instruction designed to include both languages?	N/A
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	N/A

4. For schools with Transitional Bilingual Education programs:	
Which core content areas are taught bilingually?	N/A
How is the students' home language integrated into instruction?	N/A

PART IV: ASSESSMENT ANALYSIS

After reviewing and analyzing school demographic and assessment data, answer the following questions. The ELL Data Analysis Tool (EDAT) provided by the Division of Multilingual Learners can assist with identifying these data points.

For additional information, refer to **Data Analysis Professional Learning Module** and **ELL Data Analysis Tool (EDAT) Professional Learning Module**.

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	We do not have any newcomer ELL's in our school community.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	We do not have any long term ELL's in our school.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	There are approximately 3 former ELL's in our schools. We still provide all support services for these students to make sure they are successful in the their academic endeavor. We encourage the students to take advantage and participate in all academic and instructional support after-school in our school.
2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?	There are no results to actually reference for the past two years due to the COVD-19 pandemic and NYSELAT examinations were put on hold. Also, most of the trends from the previous modality mainly concerned students inability to comprehend what they were reading in the examination. Many of the students lacked basic comprehension skills which became a barrier for them to get better.
3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?	The relationship between the student performance success on the NYSESLAT examination and other state assessments in content areas in our ELL program depends on several factors. This year was the first year since 2018-2019 , due to the COVID-19 pandemic that students were scheduled to take the NYSESLAT to determine their progress as an individual ELL student in the four modalities areas. Therefore, in the upcoming school year, we will have to work hard to frequently check with content area teachers to ensure that students are maintaining a nd 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 as proficiency in the English language as assessed by the NYSESLAT.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	Our at-risk ELL's in our schools is there are many external factors affect their attendance in the school building. Some of our students have become the bread-winners in their families and have to work to maintain the households. In addition, a few of these students have child-care obligations and other issues concerning their education. Therefore, we will be providing additional socio-emotional and financial support for these students through the various services including LTW in our schools.
5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?	In our building, the home language of ELL's with the largest representation is Spanish. Within the representation, we have staff members who are equipped to speak, write and translate for their families during school wide events such as parent-teacher conferences, college exploration events and academic information disseminated through the mail and voice systems. The structures in place are to review all programming and academic supports to make sure it is in their home language. More importantly, to ensure students are scheduled properly during the school year to meet their academic needs. In addition, we provide students with additional academic supports to make sure they are successful.

6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of **Culturally Responsive and Sustaining Education** (CR-SE)?	The racial and ethnic classifications of the ELL's in my school is Hispanic/Latino. In our school, many of the teachers in the content areas are engaging in Culturally Responsive and Sustaining Education to support them in their academic endeavors. In addition, I have a bilingual counselor who supports these students and provides them with the socio-emotional services needed to be successful in the school and post-secondary.
7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?	Currently, due to the pandemic, we do not have any results of students who are ELL's with IEP's and SIFE. However, the results will be impacted based on lack of motivation to administer the examination to them or chronic absenteeism from not attending school on a regular basis. Therefore, these students may not perform well academically on these examination.

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

For additional information, refer to **ML/ELL Instruction Professional Learning Module**.

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	The school leadership team includes ELL's in their school instructional design by first identifying the ELL's and their proficiency levels to determine the type and number of periods where the students will work in a ENL class. All teachers are made aware of who the ELL learners are in the school and they are provided language acquisition strategies by the certified ESL teacher to support their students in their various content areas.
2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.	Instructional programs with high levels of rigor a nd support result in higher academic achievement for ELLs. Effective strategies used across al l 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/Next Generation Standards in all academic departments, a nd as a result our school focus is on rea ding a nd writing across content areas. Studies s how 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 a nd 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 a nd enrich language development.
3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.	The instructional strategies teachers utilize to support ELL;s in our school community includes scaffolding of the content material, graphic organizers, sentence starters, vocabulary acquisition, etc. This is done throughout all content areas.
4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?	The English Second Language, special education, and content area teachers col la borate in department meetings a nd as needed to discuss a nd s hare students' progress in order to ensure that each SWD-ELL is afforded instruction appropriate to his/her language a nd learning needs. Our school makes every effort to meet the divers e needs of ELL-SWDs within the least restrictive environment. Our certified English Second Language teacher's schedule is flexible enough to al low him to provide English Second Language instruction to ELLs during the regular school day(through regularly scheduled classes as well as through after-school a nd twice-weekly 5th period tutoring). Additionally he is able to col la borate with the Special Education team to monitor individual ELL-SWD's progress in core subject classes.

Know Every Student Well

SCREENERS 1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?	All the ELL students were identified and tested by previous schools therefore we do not have to conduct any screening assessments. However, the ESL teacher administers diagnostic assessments to determine what areas to focus on the class and share with other content areas using differentiated instruction.
2. For all grades, 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 Academic Intervention Services tutoring with specific content area teachers based on their academic needs. Teachers access student information from various DOE data systems a nd other school level information to aid in developing background information to make informed instructional decisions. Teachers col la borate 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 a nd NYSESLAT); PM School and Saturday Academy in English Language Arts (Virtual), Math, Social Studies and Science; credit recovery; mandatory tutoring, and pulling specific students from content area classes to provided one-on-one support to strengthen their Math and English Language Arts proficiencies. Based on data and trends, what new programs or improvements will be considered for the upcoming school year.
a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.	N/A
FORMATIVE 1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?	Aspirations Diploma Plus High School is a transfer high school, where all of its English Language Learners attended previous schools prior to enrollment. Accordingly, their initial assessment for our students is reviewed by the Assistant Principal and guidance team was done here. Nevertheless, the school 's ENL teacher uses teacher-created assessment to determine the literacy skills of all ELL's and he makes instructional decisions based on the findings. In our school, the ESL teacher utilizes teacher-created assessment to monitor student progress in speaking, writing, listening and reading based on individualized goals that were determined from the initial diagnostic examination.
2. How do you ensure that MLs/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 al l content areas as all ELL students are provided with the opportunity to sit in class assessments as well as the New York State Regents examination in their native language. Spanish LAB and the ELE are administered as appropriately for the students. The research based rationale behind this approach indicates that proficiency in the native language supports efficiency in the second language acquisition process.
SUMMATIVE 1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).	The success of our ELL program depends on several factors. Due to COVID-19 pandemic in the 2019-21 school years, students were not able to be administered the NYSESLAT to determine their progress as an individual ELL student in the four modalities areas. Therefore, in the upcoming school year, we will have to work hard to frequently check with content area teachers to ensure that students are maintaining a nd 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 for them to graduate as well as obtain proficiency in the English language as assessed by the NYSESLAT. Also, we work closely with the all teachers in all content areas to support students with mid-term and final examinations.

2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.	The NYSESLAT plan for our school is as follows: 1. Prior to the testing period for ELL's, the AP of guidance during the principal's cabinet meeting will layout the plan for administering the NYSELAT examination for our school. He provides the administrators with information regarding all supplies and resources to make the administration of these exams successful for our school community. In addition, the testing coordinator (AP of Guidance) reviews the administration handbook with the all staff members selected to administer the examination during the testing period. Also, all testing modifications are printed from ATS and reviewed with the staff for all current and former ELL's prior to the testing period. During the testing period, all accommodations are made to ensure the classroom setting is feasible for testing and accommodations for the testing.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	All ELL learners with IEP's are programmed for grade level content courses. Through professional development, the certified ESL teacher provides content area teachers with strategies that can be used to support ENL in their classes on a daily basis throughout their academic time in our school.
b. SIFE	N/A
c. Newcomer	N/A
d. Developing	N/A
e. Long Term	N/A
f. Former ELLs up to two years after exiting ELL status	All former ELL learners are programmed, monitored and geared towards graduation towards grade level content courses. Through professional development, the certified ESL teacher continue to provide content area teachers with strategies that can be used to support the former ELL in their classes on a daily basis throughout their academic time in our school.
2. How is home language support assessed and 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.
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	We do not offer any language electives for our ELL students. Like all students, they have to meet the LOTE requirement for graduation.

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	In our professional learning plan we ensure that all stakeholders in our school as it relates to our ELL's are provided with the professional development to support the academic and social emotional needs of our students. For instance, our ENL teacher attends professional development from the District Office of Access to support our students needs. Many of these workshops may vary in times and locations, but he attends nd is willing to turnkey the information to his colleagues during professional development. In addition, our school community works closely with the school counselors in addressing the socio-emotional needs of our students by conducting case conferencing and academic audits to support these students. In addition, the school counseling staff meet with their students on a bi-weekly basis for individual check-in and as a grade cohorts to see what is needed for these students
2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).	1. Two full days of professional development are provided to all staff who are involved with ELLs to include: Assistant principals, subject area teachers, special education teachers, school counselors, secretaries, office personnel a nd the parent coordinator. A minimum of 7.5 hours per year are devoted to ELL identification a nd instruction. During the school year, ESL a nd content area teachers are encouraged to attend training offered by: NYCDOE (OELL's LAP-EPIC training; Math a nd CCLS, Demystifying ELL data), BETAC (NYSESLAT training), QTEL (scaffolding instruction for English Learners), Regional Special Education Technical Assistance Support Center (ELLs a nd SWD), and CFN 603 (ELL Identification a nd Placement, LAP works hops, BESIS, Meeting AMAO). 2. At the beginning of the school year, our ESL teacher a nd ESL coordinator work with counselors from our CBO, Child Center of New York, so they can assist ELL students as they transition from other schools or programs to our school. 3. Works hop certificates toward the 7.5 hours of ELL training for al l staff are maintained by the school secretary a nd 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 al l staff members receive a minimum of 7.5 hours of ESL training via staff meetings and inquiry led by trained personnel. Records of al l meetings are kept in the Principal's office.

Strong Family-Community Ties

1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.	In our school community, parents are an essential piece of the puzzle to help sustain a welcoming environment that goes beyond the regular meetings mandated by the Department of Education. For instance, all school wide events, these families are invited to actively participate in to support their children. For instance, we hold our annual pot-luck, fashion show, multi-cultural events, etc. where they are invited to be apart of the school community. It allows parents to build a true partnership with the staff members who are working closely with their child on a daily basis.
2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.	Parents of ELL students are scheduled to meet in the beginning of the school year with the ESL teacher a nd Special Education staff to to discuss their child's goals for the upcoming school year. In addition, the parent coordinator holds different workshops and meetings for parents regarding the academic and social supports for their child during the upcoming school year. The parents will be provided with their child's transcript a nd other pertinent documentation that will help their progress in their program. Also, parents are informed throughout the school year with progress reports a nd letters from the school as well.

Additional Information

Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.	N/A

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

For additional information, refer to **ELL Identification Attestation Professional Learning Module**.

1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).	2. Enrollment status of each newly admitted student is determined by the following criteria in our school community, a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level. b. If student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry
2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.	The identification team in our school community includes our Assistant Principal of Guidance, ENL teacher, bilingual school counselor and parent coordinator will identify the ELL's and supports for them for the entire year. They will work together closely with students who will be admitted into our school community and receive the relevant assessments proficiency skills to be successful. The identification team are licensed professions in their field of expertise who are qualified to support parents and students who are identified as ELL in our school community.

PART VII: LAP ASSURANCES

LAP Assurances Page

For additional information, refer to **LAP Assurances Professional Learning Module**.

Download a blank LAP assurances page.

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation, parents' awareness of language assistance services, and school's self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Michael	Martella	Teacher	2022	Yes. Mr. Martella and I spoke and reviewed the past LTI to make sure it addresses the need of our students.	Michael Martella

If not, please list the name and title of the primary point of contact for parents (e.g., Parent Coordinator).

First Name	Last Name	Title
Selen	Adams-Thomas	Parent Coordinator

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	Yes

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 whose preferred language is other than English (not just parents of ELL students).

PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS WHOSE PREFERRED LANGUAGE IS OTHER THAN ENGLISH

2. List parents' preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent's Preferred Language Report (RCPL) ATS report.

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	228	93.06	English	93.06
Spanish	10	4.08	10	4.08
Bengali	2	0.82	2	0.82
Haitian Creole	3	1.22	3	1.22
French	1	0.41	1	0.41
Arabic	1	0.41	1	0.41

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	5	5
French-Creole	1	1
English	35	35

| 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)
- Automate The System (ATS) reports
- Student Emergency Contact cards
- 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 transfer 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 Survery (HLIS) in the company of a supervising pedagogue, who also interviews the student a nd parent. Parents indicate their preferred language of communication on the HLIS. Parent letters, notifications, academic programs a nd interventions, a nd 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 a nd discussion. During the spring and summer orientation for all new students, the parent coordinator conducts and collects a school-wide native language survey that indicates all languages spoken by students a nd the primary language spoken in the home. For those LEP students on register, all school announcements and communications sent to homes - including dates a nd 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 a bout students a nd 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 a nd RLER reports. |

PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

1. List the documents your school typically disseminates every year that require translation, such as newsletter or flyers, roughly when they will be distributed to families, and plans to translate the documents.

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Progress Reports		The letter is translated by staff members of the language. In addition, a software to translate the other languages is utilized as well.
Letters from Department of Education Chancellor's Office	Monthly/As distributed to backpack home	There is translation of these documentations are provided by the chancellor's office for parents through the website. It is downloaded and disseminated to parents in a timely fashion. We translate all letters using the staff members who speak, write and read the language fluently. Utilize the different translations for the specific document from the DOE website or email sent to mailbox.
Attendance reports	1st of every Month	The procedure to translate these documents is supported by staff members who can translate the documentation. Also, we utilize translation software to translate all letters for parents. We translate all letters using the staff members who speak, write and read the language fluently. In addition, all documents are reviewed and approved by the principal for dissemination. These attendance reports are translated within two days and disseminated to parents by mail.
Parent letters	bi-weekly 1st week and 3rd week of each month	We translate all letters using the staff members who speak, write and read the language fluently. In addition, all documents are reviewed and approved by the principal for dissemination. Also, the school counselor and other staff is available to support families with questions and answers. The procedure to translate these documents is supported by staff members who can translate the documentation. Also, we utilize translation software to translate all letters for parents. These letters are translated within two days and disseminated by mail to parents.
Student Academic Report from Guidance counselor	Monthly	We translate all letters using the staff members who speak, write and read the language fluently. In addition, all documents are reviewed and approved by the principal for dissemination. Also, the school counselor and other staff is available to support families with questions and answers.

2. List the formal face-to-face meetings, whether in-person or remotely, your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide oral interpretation at those meetings.

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent Meet and Greet	September	During the meetings, support staff is available to support parents who need an interpreter to understand the information being mentioned regarding their child. All information is disseminated and translated to parents based on language of preference. We have staff members who are able to interpret for parents who s peak a different languages. We have a school wide meeting where we speak to parents regarding the services offered to their children for the school year. Our school based interpreters are on hand at meeting to assist parents.
Parent-Teacher Conference	November	During the meetings, support staff is available to support parents who need an interpreter to understand the information being mentioned regarding their child. We have staff members who are able to interpret for parents who s peak a different languages. We have a school wide meeting where we speak to parents regarding the services offered to their children for the school year. Our school based interpreters are on hand at meeting to assist parents.
Parent-Teacher Conference	March	During the meetings, support staff is available to support parents who need an interpreter to understand the information being mentioned regarding their child. We have staff members who are able to interpret for parents who s peak a different languages. We have a school wide meeting where we speak to parents regarding the services offered to their children for the school year. Our school based interpreters are on hand at meeting to assist parents.
Parent-Teacher Conference	May	During the meetings, support staff is available to support parents who need an interpreter to understand the information being mentioned regarding their child. We have staff members who are able to interpret for parents who s peak a different languages. We have a school wide meeting where we speak to parents regarding the services offered to their children for the school year. Our school based interpreters are on hand at meeting to assist parents.
College Application/ Financial Aid Night	October	During the meetings, support staff is available to support parents who need an interpreter to understand the information being mentioned regarding their child. We have staff members who are able to interpret for parents who s peak a different languages. We have a school wide meeting where we speak to parents regarding the services offered to their children for the school year. Our school based interpreters are on hand at meeting to assist parents.

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	In case of an emergency we have several phone systems such as school messenger, pupil path and blackboard to reach parents in the different languages. But more importantly, we utilized the blue card with the parent information a nd ask a staff member to make a personal call to the parent. In addition, we have our DOE staff a nd Community Based staff member who is willing to conduct home visits to these parents. When parents are unable to be reached, we send out letters return receipt in the language of translation as well. In addition, we continue to communicate with parents through phone calls, letters, text messages, emails, Skedula and Blackboard Connect.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	When there is a student-specific event such as a medical emergency, one of the school counselor or advocate counselor directly reaches out to the parent based on the information on the blue card. If the parent cannot be reached, we look at the ATS to see if they is a secondary number to contact an additional family member who can be contacted regarding the matter. In addition, we asked the parent to provide their personal cell number to the parent coordinator in case of an emergency as well. The school messenger and support staff will contact parents regarding student attendance at least two times in the day. When the student has not entered in the morning and if they missed school in the afternoon.
(C) If a parent has an emergency and needs to contact the school.	If the parent has to contact the school, they can call the numbers listed on the school's personal website, DOE School website, on letters sent home from school community or can contact their child's school counselor, teacher or school administrator. More importantly, we have a open school community, where the parent can visit the school and relate the message to their child directly.

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

2. List the specific resources that are shared with staff:

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Welcome Back Professional Development (Folders)
Over-the-Phone Interpretation Desk Aid	Email
Language Access Handbook	Distributed to staff
T&I Unit InfoHub Link	Staff Email

1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	The Chancellor's regulations will be distributed to all key stakeholders in the school community to ensure we meet compliance on monthly basis. All school letters, meetings, conferences, etc, that will meet compliance to support families that have limited English speaking skills.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: ■ Translated signage ■ Brochures/flyers/letters shared with parents ■ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ■ Messaging phone applications ■ Parent's Guide to Language Access ■ NYC Public School Guidebook	We will fulfill Section VII of Chancellor's Regulations regarding parental notification for translation a nd interpretation services through the following steps: A. We will identify parents whos e 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 the 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 in a timely fashion. C. We will post mandated DOE posters near our main entrance, and in the parent coordinator's a nd Child Center of New York counselor offices, indicating the availability of interpretation services. We will access posters through this l ink: http://schools.nyc.gov/Offices/Tra nslation/TipsandResources/Default.htm. D. We will an early convening of the 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 a nd school administrators to make sure that parents whos e primary language is a covered language know the l ink to the DOE Translation a nd 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 us e school staff if possible. Our second option is to s eek 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 ha d 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, works hops, a nd other meetings between DOE staff a nd non-English speaking parents. The school will contact the Department of Education's Translation a nd Interpretation Unit for assistive services for high frequency languages that are not actively spoken by staff members at the school.

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey.	We informally survey parents at each school meeting held at different times of the school year. This helps us modify any procedures that is 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.
2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.	Currently, our parents are happy with the manner in which we address their language needs in our school community. We have invested in parent/student outreach messenger programs to make sure they are aware of what is taking place in our school community. WE try to address these issues as soon as possible providing an immediate solution to their concern surrounding the improvement of language services. For the upcoming school year, we will continue to work with the staff in our school community who translates for parents and families in our school community.

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

Title I Requirements and Strengthening Title I Parent Involvement: Under USDE's Every Student Succeeds Act (ESSA), Title I schools are required to address professional learning and parent and family engagement in the Comprehensive Education Plan (CEP). 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 are required to establish a Title I Parent Advisory Council (PAC) that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the spending of Title I funds.

The SLT is responsible for facilitating consultation with the Title I Parent Advisory Council regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. The Title I Parent Advisory Council (PAC) Chairperson (or alternate) is expected to attend all regular meetings of the School Leadership Team (SLT). Title I parents, as represented by the Title I PAC Chairperson, must be consulted regarding the use of the Title I 1% set-aside for parent and family engagement. The Title I 1% set-aside funding is used to supplement parent and family engagement activities as described in the school's Parent and Family Engagement Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on the Title I Parent Advisory Council (PAC), go to the **Protocols and Timeline for Title I Parent and Family Engagement Activities** document.

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 or Area of Concentration where the response can be found.
- For additional information, visit the **Title I Program Description** (US Department of Education).

Your school's Title I Program	Title I SWP

Part 2: All Title I Schools

High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.	In our school community, our ongoing professional learning opportunities are facilitated with the intent to align our instructional focus with New York State Standards Our focus is as follows: To Bridge the Gap between student engagement and academic discussion as it relates to supporting arguments in complex texts and rigorous tasks across all content areas. Our areas of concentration in our professional learning is for all staff members to allow student voice through student engagement/student discussion while exploring complex text and rigorous tasks in the classroom to enhance the learning process. In addition, during our professional learning opportunities for all teachers, administrators, paraprofessionals to align the New York State Common Core and Next Generation Learning standards across all content areas with instructional material that allow them to use their critical thinking skills. More importantly, it allow teachers, administrators, staff and paraprofessionals to attend professional development workshops on engaging student in learning based on the Danielson framework and turnkey this information to support all learners across all content areas. Also, as a school community, our professional learning opportunities for all pedagogues and administrators to encourage students to work with their peers to discuss complex text, solve problems and address new concepts as it relates to the instructional material. This provides multiple entry points into the lesson and engages student learning.

Part 5: "Conceptual" Consolidation of Funds in SWP Schools

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

For the last two columns of this table: Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, the Area of Concentration (AOC) that references where a related program activity has been described in this plan.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	$145,423	X	ELA, Math. GR, CCCR, Quality IEP, SEF
Title I, School Improvement 1003(a)	Federal	N/A	X	N/A
Title II, Part A	Federal	N/A	X	N/A
Title III, Part A	Federal	N/A	X	N/A
Title III, Immigrant	Federal	N/A	X	N/A
Title IV, Part A	Federal	16,579	X	N/A
Tax Levy (Fair Student Funding)	Local	1,817,748	X	ELA, Math. GR, CCCR, Quality IEP, SEF

Explanation/Background

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 1003(a), School Improvement: Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

Title II, Part A: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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. For schools that choose to reduce class size, priority must be given to reducing class size in general education settings and must demonstrate the following:

- Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students);
- Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded professional development plan.
- **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 immigrant students, in the areas of English language acquisition and content area achievement. Immigrant children and youth are defined as individuals who are aged 3 through 21, have not been attending school in any one or more states for more than three (3) full academic years, and were not born in any state. "State" means the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad, the U.S. Virgin Islands, or any other U.S. territory that is not D.C. or Puerto Rico are to be considered immigrants.
- **Title IV, Part A**: Title IV funds are for schools that are among those with the greatest needs, have the highest numbers of students from low-income families, are identified for CSI or TSI, or are identified as persistently dangerous public schools. Allowable uses of funds under well-rounded education, safety and health, and educational technology include direct services for students, professional development for teachers and administrators, and supplemental educational resources. School allocations have been provided for well-rounded education, social emotional learning, cultural responsiveness awareness, professional development to support implementation of technology and blended learning environments, and community coordinators in schools with high rates of students in temporary housing
- Students in Temporary Housing (STH): Schools must describe their use of Title I STH funds in their consolidated application.

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 and Family Engagement Policy and aligned with student achievement goals

in the school comprehensive educational plan.

- ▪ **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

APPENDIX 5: COMMUNITY SCHOOLS

APPENDIX 5: COMMUNITY SCHOOLS

Community School Partners

NYC Community Schools are committed to advancing equity by organizing resources and sharing leadership with community partners to support the whole child. Each Community School is different and reflects the strengths and needs of its students, families, and local community. The most successful Community Schools share common features, which are integrated into the fabric of the school and drive student learning. These features are Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Embedded throughout the work is a focus on incorporating anti-racist practices and differentiating supports, including attendance supports, for special populations. Since all school operations and actions are in service of improving the academic and non-academic achievement of its students, the annual schoolwide goals should be informed by the students, their achievement, and the opportunities provided to them. The school should develop these goals after a realistic and comprehensive analysis of its data, paying specific attention to the achievement of its subgroups and disproportionality.

Directions: Identify the partnerships with Community-Based Organizations (CBOs) that will support the achievement of annual goals through implementation of the Community School Core Features: Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Identify the target student population(s), provide a summary of the scope of the services and indicate the Area of Concentration (AOC).

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
Child Centers of NY	Chronically Absent/At-risk	Counseling, Internships, Community Service	Expanded Learning Time (after-school activities) Have at least 50% of students participating in the programs
MIC Clinic	Parents/students	community and family engagement	mental health/wellness and integrated supports An annual goal of 20% of students and parents taking advantage of the opportunity
Medgar Evers Liberty Partnership Program	At-risk students	Expanded Learning Time (tutoring)	Academic supports and intervention The annual goal for this program is at least 30% of the students enrolling in the program
Medgar Evers STEP Program	Students/STEM	Collaborative Leadership	Engagement in community activities (workshops, forums, etc.) An annual goal of at least 10% of students participating in the program
Child Center of NY	All students	Collaborative Leadership	Peer mentorship/Leadership training and practices Annual goal of 5% of students involved in this program
DYCD	At-risk students	Expanded learning time	Area of concentration: Engagement in wellness and integrated supports for students Dance, Studio, Podcasting, cheerleading, etc.
NY Web Center	At-risk students	Expanded learning time	Tutoring, mentorship, homework help, etc. An annual goal of 5% of the students participating in this program

Implementation of Community School Core Features & Components

Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school's annual goals.	Aspirations Diploma Plus High School has been fortunate to have a great partnership with several community based organizations who work collaboratively to engage in achieving the school's annual goal. On a bi-weekly basis, we meet to discuss the goals for the school in the areas of attendance, college and career readiness, socio-emotional, work-related skills, parent engagement/empowerment and improving school culture. These CBO's meet with the school leadership to discuss how these services can be done collaboratively to achieve and improve student outcomes in the school community. More importantly, the CBO Directors support the school leadership team and attends meetings, where they are aware of the CEP goals that consist of academic, graduation, college and career readiness, chronic absenteeism and socio-emotional. Throughout the academic school year, the community-based organizations revisits the goals with school leadership and make any adjustments needed to support all stakeholders, more importantly parents and students.
Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students' holistic development.	During the school year, the community school plans to continue to build on school-family partnerships that currently exist and those developed through the community school process. We will build a strong community partnerships where parents are provided with the pertinent resources and supports that support families needs in the following areas: housing, immigration, mental health and wellness, job preparation, and literacy skills. Our parents have a voice during our school leadership team, safety and parent association meetings. currently, we have parents volunteering to be part of the Parent Association and remain involved in the decision making process in our school community. They must be partners as we need their involvement to keep their child engage in the educational process. More importantly, we have a open door policy where parents are invited to participate in our school wide events during the school day and outside of the building. As we move forward as a community school, it is necessary to build strong partnerships with parents to help drive our school to achieve the goals of improvement in attendance, graduation and college and career readiness. Therefore, our goal is to support the growth and educational development of our students' and parents are the essential piece of the puzzle to make this happen and achieve great results.

Expanded Learning Time (ELT)

3. Describe how your Community School will offer opportunities for enrichment through after-school, weekend, and summer programs, as well as additional instruction, individualized academic support, and enrichment activities that emphasize real-world learning and community problem solving.

Refer to the Multi-Tiered Systems of Support (MTSS) section of the CEP for the ELT program description indicating how the school's ELT program is offered to all eligible students considered to be at-risk of not meeting state standards.

Implementation of Community School Core Features & Components

Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.	As a community school, we will continue to develop partnerships to address the out-of-school barriers through by supporting wellness and other integrated supports to support our students and their families. Currently, we have developed great partnerships with health agencies such as the MIC clinic, New York Psycho Therapy Center to support students who are struggling with social emotional needs. Parents are provided with this resource and supports when they child is struggling with depression and other mental illness often not discovered by other health agencies. The MIC clinic presents various workshops with the young men and young women support groups that takes place during lunch every other Tuesday. During these workshops, students are able to ask different questions and feedback based on the workshop being presented. The MIC clinic provides student health and wellness check-ups at no charge every year. This partnership has been in our school for the past eight years and has impacted our students in such a positive manner. Furthermore, through the DYCD program, a selected number of students have the opportunity to become peer leaders using conflict resolution training. These students are trained and able to become mentors to students who are struggling within the school community. These students develop a relationship with their mentees and monitor their academic progress both inside and outside of the building. This program has supported students who have struggled to adapt to the new environment and the academic demands in the classroom. Since the implementation of this program in our school community, we have seen students attendance improve on a weekly basis. WE will continue to develop these practices in our school community to improve chronic absenteeism. At the end of the year, we began our journey as a school community in implementing the restorative justice curriculum in our school community to support behavioral issues that may occur. When meeting with students, we address some of the barriers hindering students from attending school regularly by providing them with an outlet to discuss their struggles and come up with solutions to re-engage them in the school community. We found it is essential for communication to be at the core of this work to ensure the message is in one voice.

Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions– including Success Mentors–to chronically absent students, and draw on community resources for support with removing barriers to attendance. For support, you may access strategies **here**.	Every Student/Every Day will be a pivotal component in making sure we improve our attendance and assignment of personalized interventions to support chronically absent students. Currently, our community-based organization work collaboratively with the attendance team to monitor the trends of students who are absent at least three times a week. Through this monitoring system, they are able to implement strategies to re-engage students in the educational process. For instance, every week, we run various ATS reports from the DOE system to monitor these students and reach to parents to address any concerns about their absences. To re-engage these students, they are linked with their advocate and school counselor for check-in each week. If the student misses check-in, a conference with the parent is needed. One of the community resources utilized is linking the Learning to Work Program with the student through the CBO to assist in improving their attendance. Also, administration ask various staff members in the building to become a trusted adult/mentor to the student to support them in attending school regularly. As a result of these partnerships,, resources and supports, removing the barriers of chronic absenteeism becomes the focus to support these students in achieving their high school diploma.
Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School's systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.	As we move forward to implement cultural responsive education through literacy in our school, we will continue to work with students who are ELL's, Students with Disabilities, Students in Temporary Housing and all students in the school community. Through professional development, we will support our teaching staff to infuse differentiated and cultural responsive supports in their instructional and lesson planning. With the partnerships established and will be established, we will ensure there are programs, resources and supports into the structures of our school to serve these students. More importantly, we will conduct a variety of surveys to identify the needs and supports for these student populations. In addition, we will work with our community partners to support these populations inside and outside the four walls of the building. Currently, we ensure all students are provided with the necessary supports within the school community, by implementing case conferencing, one-on-one conferences and parent meetings to support the needs of these students.

APPENDIX 6: SUBMISSION ASSURANCES

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Submission Assurances

Directions: By submitting this CEP your SLT/Stakeholders acknowledge adherence to city and state regulatory requirements indicated below.

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment

on the plan before it is approved.

- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.

- The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.

- The CEP will be implemented no later than the beginning of the first day of regular student attendance.

- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.