



New Visions AIM Charter High School I

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Kristin Greer, Principal and
Melissa Marcus, Senior Program Officer, Charter

1150 East New York Avenue
Brooklyn, NY 11212

718-269-7090

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Kristin Greer, Principal, Melissa Marcus, Senior Program Officer, and Mei Guan, Lead Data Analyst prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Elizabeth Chu	Member
Sharon Hayes	Member
Garrett Lynch	Chair
Musa Ali Shama	Secretary
Vikas Shoor	Member

Kristin Greer has served as the principal since August 2015.

SCHOOL OVERVIEW

New Visions AIM Charter High School I, formerly ROADS Charter School I, was reopened in August 2017 by New Visions Charter Management Organization with students in grades 9-12.

Mission

New Visions AIM Charter High School I provides youth who face the greatest obstacles to successful high school completion with the supports, experiences and opportunities they need to graduate high school prepared for a successful transition into a post-secondary academic or work preparatory program.

Student Population

Located in East New York Brooklyn, AIM I serves over-aged, under-credited youth, defined as students who are at least one grade behind their age cohort. Students who enroll are at least 15 years old, have completed 7th grade, and been retained at least once. The school gives admissions priority to students who have been involved with the criminal justice system, the foster care system and/or child welfare system, and homeless or runaway youth. As of BEDS day 2019, 172 students were enrolled in AIM I.

Key Design Elements

New Visions AIM Charter High Schools ensure the success of the students who they serve by an intentionally engineered, tightly organized and highly personalized set of academic experiences complemented by robust and integrated socioemotional supports. The core elements of the school model are designed to enable high levels of student engagement, timely progress towards meeting New York State graduation requirements and successful planning and transition into postsecondary academic or work preparatory programs. These core elements are as follows:

- Evidence based and technology enabled administrative systems;
- Defined post-secondary pathways, including:
 - Direct partnerships with post-secondary programs
 - Post-secondary planning foundations;
 - Pathway specific post-secondary preparation;
 - Outcome tracking; and
 - Alumni support;
- Intensive and personalized academic supports, including:
 - Program assignment based on comprehensive diagnostic assessments;
 - Evidence based instructional design; and
 - Extended day academic supports;
- Flexible and personalized academic programming;
- Advisors for students, including:
 - Single point of contact with families;
 - Productive behavior management; and
 - Support for regular attendance; and
- Intensive and integrated socioemotional supports.

Remote Learning Spring 2020

In March 2020 AIM I swiftly shifted to a virtual blended instructional model in the wake of school closure due to the COVID-19 pandemic. Teachers used Google Classroom, virtual blended instruction and mastery teaching/learning to ensure that students gained a deep understanding of

the key concepts of each course. Furthermore, students showed understanding of these concepts via Mastery Assessments. A student has mastered a concept if the student has attained 80% or higher on these master assessments. Students who did not achieve mastery were provided an opportunity to refine their understanding through a reteaching opportunity and the student was then reassessed. This cycle continues until the student attains the 80% mastery threshold. All of this is captured, housed and organized in the Google Classroom platform.

Co-teaching teams set up Google Classrooms as the vehicle for our synchronous/ asynchronous virtual learning model. Using the 7-day Project Based Learning Mastery Plan model, teachers designed lessons that focused on student engagement and problem solving. Students virtually met and worked with their teachers following AIM I's regular bell schedule. Teachers also posted assignments for students to complete independently and in small groups. All student work was collected in Google Classroom and assessed by our teachers.

Special education teachers utilized Zoom breakout rooms to provide explicit and strategically designed instruction to students with IEPs after the mini-lesson was completed. Progress towards IEP goals were tracked in a spreadsheet and teachers provided updates at least once a week. Students' IEP goals and their progress monitoring data was used to target and develop small group sessions via Zoom and additional support sessions. IEP goal progress was reported to parents when progress updates and report cards were sent for all students. Additionally, ELL students received services in a synchronous/asynchronous standalone Zoom classroom where the teacher posted assignments, collected student work and remotely met with students face-to-face.

Finally, social workers set up Zoom sessions to provide students with IEPs their mandated counseling services. Progress towards IEP goals were tracked and social workers provided an update at least once a week. The student's IEP goals and their progress monitoring data was used to guide the direction of counseling sessions.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	70	40	26	29	165
2018-19	72	56	30	28	186
2019-20	67	28	43	34	172

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The Accountability Cohort consists specifically of students who are in their sixth year of high school after entering the 9th grade. For example, the 2014 Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2019-20 school year or graduated from the school prior to their sixth year, and either remained in the school for the rest of the year or left for an acceptable reason.

The following table indicates the number of students in the Accountability Cohorts who are in their sixth year of high school anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Sixth-Year High School Accountability Cohorts

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Sixth Year	Number Leaving During the School Year (Not including early graduates)	Number in Accountability Cohort as of June 30 th
2017-18	2012-13	2012	19	2	17
2018-19	2013-14	2013	29	0	29
2019-20	2014-15	2014	43	0	43

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

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Sixth Year Total Cohort for Graduation

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Sixth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2012-13	2012	17	81	98
2018-19	2013-14	2013	28	44	72
2019-20	2014-15	2014	44	55	99

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate with the option of pursuing additional education or entering the workforce.

Goal 1: Leading Indicator

Each year, 65 percent of students in their first year at AIM I who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year will earn at least ten credits.

METHOD

This measure serves as a leading indicator of the performance of students in their first year at AIM I and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, 65 percent of students in their first year at AIM I who were enrolled as of BEDS day and remain enrolled through June 30th earn at least ten credits.

RESULTS AND EVALUATION

Fifty-nine percent of students in their first year at AIM I who were enrolled as of BEDS day and remained enrolled through June 30, 2020 earned at least ten credits, therefore not meeting this measure. Although AIM I did not meet this measure, the percentage of first year students earning ten or more credits increased 19 percentage points from last year.

As seen in the numbers below, some students benefited from a remote learning model, as we were able to see progress with first year students who may have had attendance challenges prior to remote learning. These first year students were able to engage with course content as it was now on a virtual platform that did not previously exist. First year students could now access content and not have to be physically present, furthermore they could access content on their own time. This is especially beneficial to first year students who have economic commitments to support themselves and/or their families during the day and/or first year students with small children who have child care deficits. In addition, students also reported attending school virtually reduced social distractions from being in the classroom. They were able to focus more on course completion without peer conflict or other peer pressure.

In addition to the adjustments that supported improvement in this area, AIM I began this year with a focus ensuring students were on track toward credit accumulation. At the beginning of the school year all first year students were engaged in an orientation process that involved credit earning, goal setting, and grad planning to help focus alternative education first year students, first year students who are overage and under credited, and first year students just entering high school. This process yielded an increase from the previous year due to intentional course planning, grad planning, and youth development interventions. Throughout the school year, AIM I continued to track, intervene, and assimilate first year AIM I students to the house model which leads to graduation.

COVID-19 has had a great impact on the well-being of AIM I's first year students and their families. Our close knit community and family environment in our school building helped us to be successful with our mission, to provide our first year students who face the greatest obstacles in achieving high

school completion a place where they can be successful with the support, experiences, and opportunities to do so. This unprecedented time shifted the AIM I teaching and learning model to remote learning overnight. Transitioning to remote learning would be challenging for AIM I first year students at any time, but in the midst of a pandemic, such changes added more anxiety and trauma to those who already experienced trauma prior to the pandemic. However, despite this overwhelming situation, fifty-nine percent of our first year students were able to earn at least ten credits. AIM I staff rallied to implement school engagement interventions to improve school engagement and student school culture. Our school, even during virtual learning, provided several opportunities for students to attend school events and clubs/groups. AIM I also continued to utilize its school wide reward system, where students can earn points to redeem for prizes and swag, to increase school engagement and attendance.

Percent of Students in their First Year at AIM I
Earning at least Ten Credits in 2019-20

School Year	Number of Students in Their First Year at AIM I	Percent Earning Ten Credits
2017-18	38	37%
2018-19	58	40%
2019-20	41	59%

ADDITIONAL EVIDENCE

Intake Process

Over the summer of 2019, AIM I focused on enhancing the intake process to support first year students through the hiring of a Director of Counseling and the enhancement and revision of AIM I Intake process. This enhanced process to support first year students, includes:

Enrollment Intake- All new first year students at AIM I complete an enrollment assessment. This is a welcome conversation with students/families/caring adults to acclimate new family members to the school community. Information is provided to all our families about our school programs and supports.

Youth Development Intake Survey- All new students also complete a survey that is administered to assess first year student demographic information, barriers, and strengths. Individually, all new students meet a social work intern or student advisor who administers the survey. This is completed as part of the enrollment process for every first year student that attends AIM I.

Intake Referral- Based on the student's responses from the intake survey, a student may be referred to community (counseling, housing, etc) or in school supports (such as counseling, SEL groups, and wellness packages).

Progress Update- Trimester Barriers & Strengths assessment is administered to first year students to track any changes in student and family circumstances and appropriate interventions are put in place.

Accountability Coaching Model & SEL

AIM I increased the student support team and implemented an "Accountability Coach Model" where each staff member led a "coaching" caseload of 5 to 6 students which included first year

students. Accountability coaches contacted students at least monthly to provide social emotional support and academic support. Coaches reviewed grades, credit accumulation, and attendance data. In addition, AIM I also implemented a social emotional learning program with Urban Assembly. First year students were taught social emotional skills in the area of: Self Management, Social Management, Social Awareness, and Self Awareness. These skills are critical to first year student success in the classroom which can also account for the increase from last year.

Mastery Model

This year AIM I implemented a Mastery Learning Model, where teachers modified the New Visions curriculum to units of core elements that first year students needed to master to be successful in the content area and the content area Regents exam. In this model, first year students were supported by their teachers in ensuring mastery of content as teachers would teach and then assess students with Mastery Assessments. Mastery Assessments formatively assessed students' understanding of content and skills, a student was considered as having mastered content if she/he were able to receive 80% or higher on these assessments. If a first year student fell below this level, they were taken through a process of 'refining understanding', where students were delivered an enrichment lesson to further develop their understanding of the content. These enrichment lessons used teaching strategies that are different from the original lesson as these lessons seek to correct misconceptions that students have regarding content. Furthermore, for those first year students who mastered content without the need of refining were taken through an Extension Lesson, where teachers further deepened students' understanding and thus extending them to the next unit.

As part of the Mastery Model, AIM I also had program partnerships to support first year students. One of these partnerships included the National CARES Mentoring Program. Through this program, we supervised two social work interns from Administration for Children's Services (ACS), who mentored students and taught a Social Emotional Wellness Curriculum to senior students including first year Summit Students, 2-3 times per week, in partnership with the school's Youth Development Team. AIM I also partnered with Urban Assembly this past year, to support in our overall Socio-Emotional Learning (SEL) Framework development, SEL professional development, program implementation, and program sustainability for the AIM I Social Emotional Learning Program. Finally, AIM I participated in the Bridge to College program where an AIM I alumni student worked with current first year AIM I seniors (Summit house students) to complete college applications and FAFSA applications.

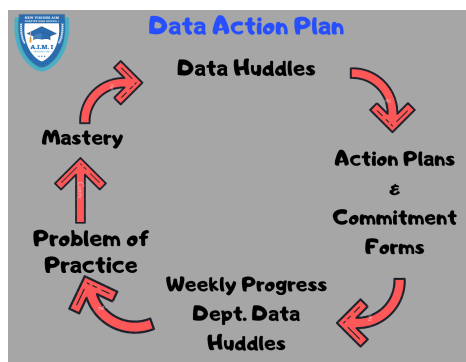
In addition to efforts listed above, AIM I continues to utilize the primary person model where each first year student is connected to at least one adult for support. All first year students last year were provided direct social emotional support by a social worker, counselor, or student advisor. Through the primary person model, the AIM I Accountability Coaching Model was enhanced.

Over the last three years, AIM I has further developed the targeted and unconventional approach to bridging students' academic past to ensure a successful path towards graduation. The AIM House Model, continues to enable the school to support students during their first year (up to and through their last year) at our school by ensuring they are connected with a house. As in previous years, students are placed in one of the three houses in the model, based on their credit level and Regents exam attainment at the beginning of each year. Base Camp, where many first year students begin, has specific structures embedded, such as academic advising and goal-setting, to support first year students. This year, the Summit house, the last house of our model, focused on their college and career portfolios as the capstone project towards completion. Emphasis and community supports were directed at seeing students shift from house to graduation.

Additionally, we continue to utilize an intentional scheduling and programming model to meet the broad academic and course needs of our diverse student population with a great deal of social emotional and special education needs. Specifically, with newly enrolled students, this programming model embeds social emotional support and includes access to work based learning experiences that prepare students for careers, thus supporting students that have had difficulty re-engaging in school and making adequate yearly progress.

Data Huddles

This year, AIM I has implemented a new customized data analysis and data interpretation process, Data Huddles, to utilize school-wide data that aligns to the school's goals and Accountability Plan measures. Data Huddles are a strategic school-wide approach to diving deeply into data to create action plans that are measurable. Huddles are led by trained facilitators to lead a "huddle" around a focused dataset with a clear and guided protocol (review data, make observations, interpret, plan). Each data huddle enables teams of staff to reflect, review, and action plan around school-wide data each month. Data Huddles were used to inventory school-wide efforts to support first year AIM I students to earn at least ten credits in their first year at AIM I. First year students were held accountable to this goal through coaching, advisory, and in their classroom experiences.



AIM I also implemented a "Teen Talk model" where all AIM I staff collaborated to support students, including first year students, and provide interventions such as support plans for both academic and behavioral issues. Teen Talk provides an opportunity for teachers, counselors, and advisors to share concerns and identify interventions within the general education classroom. Teen Talk is part of the support levels that ensure that students, including first year students, get the support they need to stay engaged and accumulate credits. Student data was reviewed in Teen Talk meetings to determine next steps as appropriate.

Through the House Model, the school has improved their ability to support students in their first year, and help them focus on academic progress. This includes entering students who have completed seventh grade, but not eighth grade. Through intentional scheduling and cultural structures, new students were focused around clear objectives towards meeting their academic goals. Intentional Planning allowed classes to be focused, integrated, and differentiated by houses, to support students individual progress towards graduation. Students are grouped into "Houses" based on credit accumulation and Regents completion. Our three houses are:

- Base House: 0 to 11 credits and 0 regents
- Peak House: 11-25 credits and 2 regents
- Summit: 25-44 credits and up to 5 regents

AIM I reviews “House Data” in order to create and implement interventions during Data Huddles. This is done through AIM I’s “Teen Talk” meetings where all AIM I staff review student credit/attendance data and barriers.

First year students, and Base Camp students, received supplemental literacy and numeracy support via the 90-minute block period to build their academic prowess, and to further prepare them for the Regents and future college/career entry exams. All Base Camp students (unless tested out) were enrolled in the 90-minute algebra courses with foundational skills support, which was a non-credit bearing course, to prepare them for the algebra I sequence. Additionally, these students were provided a pre-algebra course that did not equate to a full credit, and served as a bridge to our algebra I course. This impacted the total number of credits that a Base Camp student could receive, in comparison to previous years. While this does not tell the full picture, it does have longitudinal data implications. AIM I’s focus for bridging learning gaps is a significant priority given the population of disenfranchised youth, and those that have had significant gaps in their learning.

Goal 1: Leading Indicator

Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30th of the reporting year, who have been at AIM I for more than one year, will earn at least eight credits.

METHOD

This measure serves as a leading indicator of the performance of students who have been at AIM I for more than one year and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that, 65 percent of students who were enrolled as of BEDS day and remain enrolled through June 30th who have been at AIM I for more than one year earn at least eight credits.

RESULTS AND EVALUATION

Forty-eight percent of students who have been at AIM I for more than one year and were enrolled as of BEDS day and remained enrolled through June 30, 2020 earned at least eight credits, therefore not meeting this measure.

COVID-19 has had a great impact on the well-being of AIM I’s returning students and their families. Our close knit community and family environment in our school building helped us to be successful with our mission, to provide our first year students who face the greatest obstacles in achieving high school completion a place where they can be successful with the support, experiences, and opportunities to do so. This unprecedented time shifted the AIM I teaching and learning model to remote learning overnight. Transitioning to remote learning would be challenging for AIM I first year students at any time, but in the midst of a pandemic, such changes added more anxiety and trauma to those who already experienced these things prior to the pandemic. However, despite this overwhelming situation, forty-eight percent of returning students were able to earn at least eight credits. AIM I staff rallied to implement school engagement interventions to improve school engagement and student school culture. Our school, even during virtual learning, provided several opportunities for students to attend school events and clubs/groups. AIM I also continued to utilize its has a school wide reward system, where students can earn points to redeem for prizes and swag, to increase school engagement and attendance.

Percent of Students Who Have Been at AIM I for More Than One Year
Earning at least Eight Credits in 2019-20

School Year	Number of students who have been at AIM I more than one year	Percent earning at least eight credits
2017-18	155	34%
2018-19	92	50%
2019-20	109	48%

ADDITIONAL EVIDENCE

As seen in the numbers above, remote learning positively impacted AIM I as we were able to see progress with returning students who may have had attendance challenges prior to remote learning, however the overall credit earning was impacted. While the percentage points decreased, we still increased in the overall number of students earning credits from 46 to 52 this school year, due to a larger population of returning students this school year, compared to the prior school year. These returning students were able to engage with course content as it was now on a virtual platform that did not previously exist. Returning students could now access content and not have to be physically present, furthermore they could access content on their own time. This helped some students with accessibility, and impacted others. However, virtually learning was especially beneficial to returning students who have economic commitments to support themselves and/or their families during the day and/or students with small children who have child care deficits.

In addition to the adjustments that supported improvement in this area, AIM I began this year with a focus ensuring returning students were on track toward credit accumulation. At the beginning of the school year all returning students were engaged in an orientation process that involved credit earning, goal, and grad planning to help focus alternative education returning students, returning students who are overage and undercredited, and students just entering high school. This process yielded continuous focus on the previous year due to intentional course planning, grad planning, and youth development interventions. Throughout the school year, AIM I continued to track, intervene, and assimilate returning students to the house model which leads to graduation.

In conjunction with the aforementioned, the AIM I primary person model and the AIM I Accountability Coaching Model was enhanced to improve in this metric. The AIM I "Accountability Coach Model" consists of each staff member having a "coaching" caseload of 5 to 6 returning students. Accountability coaches contacted returning students monthly (or more) to provide social emotional support and academic support. Coaches reviewed grades and credit accumulation and attendance data.

AIM I also implement a "Teen Talk model" where all AIM I staff collaborated to support returning students and provide interventions which include support plans for both academic and behavioral issues. Teen Talk provides an opportunity for teachers, counselors, and advisors to share concerns and identify interventions within the general education classroom. Teen Talk is part of the support levels that ensure that returning students get what they need to support with school engagement and credit accumulation. Returning student data was reviewed in Teen Talk Meetings to determine next steps as appropriate.

Through the House Model, the school has improved their ability to support returning students and help them focus on academic progress. Through intentional scheduling and cultural structures, returning students were focused around clear objectives towards meeting their academic goals.

Intentional Planning allowed classes to be focused, integrated, and differentiated by houses, to support returning students individual progress towards graduation. Returning students are grouped into “Houses” based on credit accumulation and regent completion. Our 3 houses are:

- Base House: 0 to 11 credits and 0 regents
- Peak House: 11-25 credits and 2 regents
- Summit: 25-44 credits and up to 5 regents

AIM I reviews “House Data” in order to create and implement interventions during Data Huddles. This is done through AIM I’s “Teen Talk” meetings where all AIM I staff review returning student data of their credit/attendance and barriers.

Returning students were also offered supplemental literacy and numeracy support via the 90-minute block period to build their academic prowess, and to further prepare them for the Regents and future college/career entry exams. All Base Camp returning students (unless tested out) were enrolled in the 90-minute algebra courses with foundational skills support, which was a non-credit bearing course, to prepare them for the algebra I sequence. Additionally, these returning students were provided a pre-algebra course that did not equate to a full credit, and served as a bridge to our algebra I course. This impacted the total number of credits that a Base Camp returning student could receive, in comparison to previous years. While this does not tell the full picture, it does have longitudinal data implications. AIM I’s focus for bridging learning gaps is a significant priority given the population of disenfranchised youth, and those that have had significant gaps in their learning.

Goal 1: Leading Indicator

Each year, 80 percent of students in their first year at AIM I who were enrolled as of BEDS day will be retained through June 30th of the reporting year

METHOD

This measure serves as a leading indicator of the performance for students in their first year at AIM I. This measure requires that 80 percent of students in their first year at AIM I who were enrolled as of BEDS day be retained through June 30th of 2020.

RESULTS AND EVALUATION

Ninety-five percent of students in their first year at AIM I who were enrolled as of BEDS day were retained through June 30, 2020. AIM I met this measure and exceeded it by 15 percentage points.

AIM I achieved this measure by establishing strong rapport and utilizing the primary person model at AIM I. At AIM I each first year student is assigned to either a first year student advisor, counselor, or social worker. In addition, each staff member was an accountability coach to at least 5 to 6 students to provide additional social/emotional and academic support.

At AIM I we ensure we create a warm, welcoming, and highly motivating learning environment for first year students. AIM I also implemented trauma-informed approaches and social emotional learning (SEL) that include but are not limited to:

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- Restorative Discipline System that includes restorative practices such as mediations, circles, and logical consequences that are developmental appropriately and aligned with our four social emotional competencies.
- AIM I first year students also engaged in weekly advisory classes that focused on our school's four social-emotional competencies: Social Management, Self Management, Social Awareness, and Self Awareness. These skills were taught, sustained, and transferred to other contexts/settings. Content for advisory was aligned to our school's SEL partner, Urban Assembly.
- AIM I offered SEL Groups to support first year students' emotional well-being and provide skills for our four social-emotional competencies that included CARES Wellness Circle, LGBTQ & Allies Group, Healthy Relationship Group, and Women's Empowerment Group.
- AIM I social workers and interns provided at-risk individual counseling services once a week (and virtually) for students who qualified or requested counseling services.
- Community referrals for services were also provided if first year students exceeded the social emotional capacity for AIM I counseling services (or declined).
- AIM I offered student events and workshops to promote student culture and community building which included but not limited to family house conference night, award ceremonies, holiday traditions, games/competitions, and female and male empowerment workshops.

At AIM I, we also focus on postsecondary supports and pathways. These pathways include college, Arts, Athletics, and 21st Work Century. These pathways help support students to be prepared after they graduate. Our College and Career Advisor also provided college & career exploratory workshops and one to one support in resume building and job applications.

Retention Rate for Students in Their First Year at AIM I

School Year	Retention Rate for First Year Students at AIM I
2017-18	97%
2018-19	87%
2019-20	95%

ADDITIONAL EVIDENCE

As mentioned above, AIM I achieved this measure because of the primary person model and trauma focused interventions at our school that focus on building healthy and effective relationships with our first year students that foster personal and academic success. In addition, our school also has implemented a strong school culture with student events and school partnerships with the CARES program and Urban Assembly that included participation from our first year students. .

Additionally, AIM I is intentional around engagement with families and our intake process for first year that includes the following:

Enrollment Intake- A welcome conversation with students/families/caring adults to acclimate new family members to the school community.

Youth Development Intake Survey- A survey that is administered to assess student barriers. The first year student meets with a social work intern or student advisor who administers the survey. This is completed as part of the enrollment process for every student that attends AIM I.

Intake Referral- Based on the first year student's responses from the intake survey, the student may be referred to community (counseling, housing, etc) or in school supports (such as counseling, SEL groups, and wellness packages).

Progress Update- Trimester Barriers & Strengths assessment is administered to first year students to track any changes in student and family circumstances and appropriate interventions are put in place.

Goal 1: Leading Indicator

Each year, 70 percent of all students at AIM I who were enrolled as of BEDS day will be retained through June 30th of the reporting year.

METHOD

This measure serves as a leading indicator of the performance for all students at AIM I. This measure requires that 70 percent of all students at AIM I who were enrolled as of BEDS day be retained through June 30th of 2020.

RESULTS AND EVALUATION

Eighty-seven percent of students who were enrolled as of BEDS day were retained through June 30, 2020. AIM I met this measure and exceeded it by 17 percentage points.

As described in the measure above, AIM I achieved this measure by focusing on returning students' engagement/school culture, trauma sensitive interventions, and the primary person model. AIM I is built on the Pillars of Transformation, with an emphasis on relationships and relationship building. AIM I establishes a warm, welcoming, and highly motivating learning environment for all students, thus contributing to our retention of returning students. Based on returning students' track record, AIM I continues to develop specific approaches towards increasing attendance and retention, such as: attendance incentives, implementation of a rewards system and virtual store, and student events.

AIM I achieved this measure by establishing strong rapport and utilizing the primary person model at AIM I. At AIM I each first year student is assigned to either a first year student advisor, counselor, or social worker. In addition, each staff member was an accountability coach to at least 5 to 6 students to provide additional social/emotional and academic support.

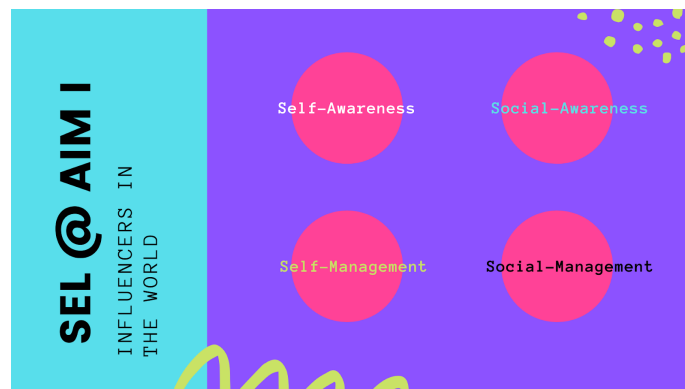
At AIM I we ensure we create a warm, welcoming, and highly motivating learning environment for first year students. AIM I also implemented trauma-informed approaches and social emotional learning (SEL) that include but are not limited to:

- Restorative Discipline System that includes restorative practices such as mediations, circles, and logical consequences that are developmental appropriately and aligned with our four social emotional competencies.

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- AIM I first year students also engaged in weekly advisory classes that focused on our school's four social-emotional competencies: Social Management, Self Management, Social Awareness, and Self Awareness. These skills were taught, sustained, and transferred to other contexts/settings. Content for advisory was aligned to our school's SEL partner, Urban Assembly.
- AIM I offered SEL Groups to support first year students' emotional well-being and provide skills for our four social-emotional competencies that included CARES Wellness Circle, LGBTQ & Allies Group, Healthy Relationship Group, and Women's Empowerment Group.
- AIM I social workers and interns provided at-risk individual counseling services once a week (and virtually) for students who qualified or requested counseling services.
- Community referrals for services were also provided if first year students exceeded the social emotional capacity for AIM I counseling services (or declined).
- AIM I offered student events and workshops to promote student culture and community building which included but not limited to family house conference night, award ceremonies, holiday traditions, games/competitions, and female and male empowerment workshops.

The AIM I SEL competencies, helped our students focus directly on the skills necessary towards personal development that also promotes their academic development.



At AIM I, we also focus on postsecondary supports and pathways. These pathways include college, arts, athletics, and 21st century work. These pathways help support students to be prepared after they graduate. Our college and career advisor also provided college and career exploratory workshops and one to one support in resume building and job applications.

Retention Rate for All Students

School Year	Retention Rate
2017-18	93%
2018-19	81%
2019-20	87%

ADDITIONAL EVIDENCE

The percentage of students retained increased as compared to the previous year. The school continues to provide students with engaging opportunities, social emotional learning support, and postsecondary support. This comprehensive approach helps support students to focus on bridging

gaps in their learning, connecting their educational journey, and preparing students for their postsecondary goals. AIM I will continue to work towards exceeding this metric through all of the aforementioned approaches.

Goal 1: Absolute Measures

Each year, 65 percent of students in the fourth year high school Total Graduation Cohort will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on the passage of exams required for graduation. The measure requires that 65 percent of students in each Graduation Cohort have scored at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent fourth year cohort schools should report the percentage of students who either passed or were exempted from at least two exams. In August of 2020, the 2016 cohort will have completed its fourth year.

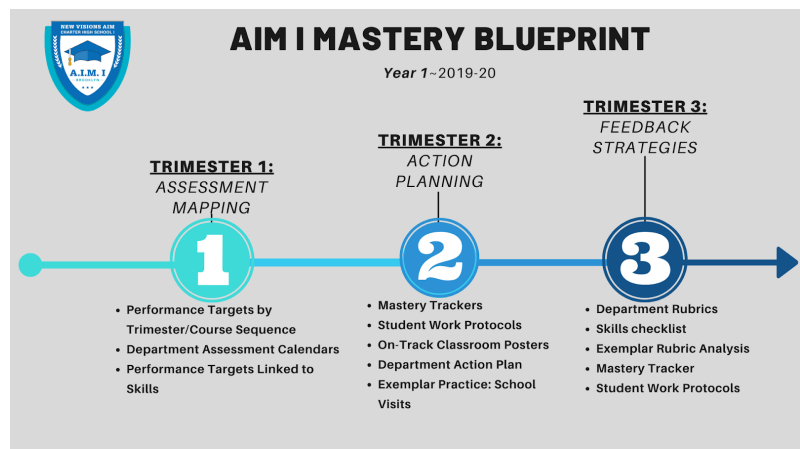
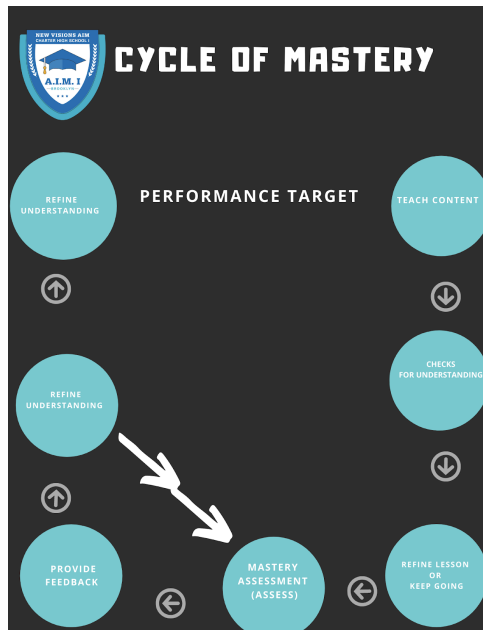
RESULTS AND EVALUATION

Sixty-nine percent of students in the 2016 cohort have scored at or above proficiency, at least 55 using the safety net option for eligible students, or were exempted from at least two of the five exams required for graduation, therefore meeting this measure. This is a 40 percentage point increase from last year.

Through the House Model, the school has improved their ability to support students and help them focus on academic progress. Through intentional scheduling and cultural structures, students were focused around clear objectives towards meeting their academic goals. Intentional planning allowed classes to be focused, integrated, and differentiated by houses, to support students individual progress towards graduation.

AIM I has focused on re-engaging students of this cohort to ensure that their academic progress towards graduation can be fulfilled at our school. AIM I has prepared and provided students with Regents readiness coursework to meet the gaps that ensue for transfer students that have transferred from other schools. By engaging in mock Regents exam cycles (Pre-COVID), AIM I provided students with multiple opportunities for practice, including offering the Career Developmental & Occupational Studies (CDOS) course and exam to prepare students for work readiness. Additionally, tailored Regents preparatory programs were provided for students near graduation, as well as each core content area course is embedded with Regents preparation, as aligned to the curriculum.

AIM I had significantly increased the number of students that were seated for Regents exams. Furthermore, the implementation of the Mastery Teaching and Learning Model directly impacted students' preparedness for Regents exams. Students must demonstrate they have mastered the content in academic classes by scoring 80% or higher on Mastery Assessments. These mastery assessments determine a student's level of mastery and are used as formative assessments to determine whether a student understands core content for a particular course. If the student is not able to demonstrate mastery, the student is taken through a process of refining understanding, and then reassessed and repeats this cycle until the student has reached mastery. This model has proven successful in ensuring that students feel much more confident in their understanding of key concepts that are tested on the Regents. This success has translated into this percentage increase shown in this indicator.



Many AIM I students within this cohort were able to benefit from the Regents exemptions that were afforded, due to the cancellation of June and August 2020 Regents exams. However, many students within this cohort had already witnessed success in the administration of the January 2020 regents exams, as detailed below.

Percent of Students in Fourth Year Cohort Passing Two Exams Required for Graduation

School Year	Cohort Designation	Number in Cohort	Percent Passing at Least Two Exams (including exemptions from June/August 2020)
2017-18	2014	89	36%
2018-19	2015	79	29%
2019-20	2016	74	69%

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

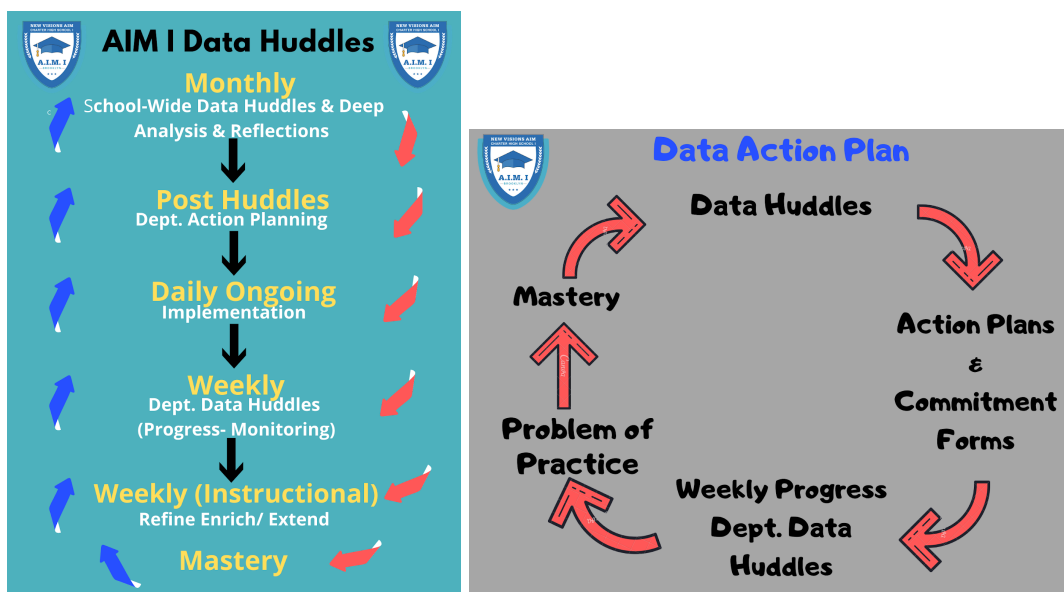
ADDITIONAL EVIDENCE

AIM I engages in a State of the School address, led by the principal, each trimester (see data below). The purpose of this address is to provide current data and progress on the school's Accountability Plan measures, and enable teams to discuss strategic plans for forward progress.

Exam	# Students Planned in the Portal	# Students Needed to Reach 65% Sit Rate Goal	Student Sit Rate for January 2020
CC ELA	32	65% of 32 = <u>21</u>	41
CC Algebra	116	65% of 116 = <u>76</u>	83
Liv Environment	119	65% of 119 = <u>74</u>	55
US	33	65% of 33 = <u>22</u>	28
Global	19	65% of 19 = <u>13</u>	16

Exam	January 2020					June & August	
	Scheduled	Sat	% Sat	Passed	% Passed	# Exempted	% Passed + Exempted
CC ELA	49	41	84%	21	51%	47	77%
CC Algebra	111	83	75%	14	17%	88	60%
Global II	26	16	62%	0	0%	48	75%
Living Environment	102	54	53%	9	17%	121	74%
US	39	28	72%	8	29%	46	73%
Earth Science						35	100%
Geometry						20	100%

This year, AIM I has begun a new data analysis and data interpretation process, Data Huddles, to utilize school-wide data that aligns to the school's goals and Accountability Plan measures. Data Huddles are a strategic school-wide approach to diving deeply into data to create action plans that are measurable. Huddles are led by trained facilitators to lead a "huddle" around a focused dataset with a clear and guided protocol (review data, make observations, interpret, plan). Each data huddle enables teams of staff to reflect, review, and action plan around school-wide data each month. Instructional departments focused on a cycle of data analysis, as shown below:



This year AIM I used the House Model strategically to set supports in place for students with regards to Regents. All of the efforts above, helped AIM I meet this measure, and specifically through intentional planning, AIM I will be able to connect gaps in credit accumulation and Regents pass rates for students that transfer to the school with a disjointed academic experience. There is an opportunity for future growth in this area as fine tuning the processes above will lead to this.

Goal 1: Absolute Measures

Each year, 67 percent of students in the sixth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in the high school Graduation Cohort: those who entered the 9th grade as members of the 2014 cohort and graduated six years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

RESULTS AND EVALUATION

Thirty-eight percent of students in AIM I's 2014 cohort, graduated after six years, therefore not meeting this measure.

Although the school did not meet this measure, AIM I continues to make progress towards achieving this goal each year, as evidenced by the three percentage point increase in graduation rate for cohort 2014, which is a larger cohort than last year. Students that attend AIM I typically struggle with re-engagement to high school and some have barriers to achieving academic success such as

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

parenting, court involvement, and foster care involvement. This year, AIM I continued to implement a thorough intake process and also expanded the youth development team to include a college and career advisor and five social work interns, and implemented a Social Emotional Learning Program Partnership with Urban Assembly. AIM I continues to focus on conducting a social emotional assessment (to assess students' overall well-being, capacity, self-motivation and resiliency), an embedded advisory program, and an intervention plan for success. In addition to social emotional support, the school provided individualized and targeted support towards graduation, which included re-engagement, graduation, and transition plans. AIM I's college and career advisor also implemented postsecondary exploration workshops and a College & Career Portfolio.

As mentioned in previous measures, AIM I utilized an "Accountability Coach" system, where coaches met with their students on their caseload to review their attendance and credit accumulation data. In addition, AIM I continues to utilize strategic data check-ins (SDCs), which are structured sets of conversations at critical decision points in the school year to ensure that students receive the opportunities and supports they need to graduate. These conversations are anchored in real-time student data that is centralized, transparent, and actionable through data provided by the New Visions Data Portal.

The implementation of the aforementioned interventions and routines had a positive impact on both student growth and school staff collaboration. School staff can now look at the same data and make collective decisions, thereby increasing the transparency of both information and the action taken in response. The numerous graduation planning, Regents planning and preparation, and credit gap SDCs conducted resulted in the following:

- Active students had graduation plans that reflected the best possible outcome (and therefore the highest expectations) in terms of graduation date and diploma type.
- Active students were planned for one or more January and/or June Regents exams based on clear and logical documented criteria accounting for graduation plan, historical transcript, and previous attempts.
- Active students were programmed for courses or additional support activities that prepare them for the exams they are taking in January and June (Pre-COVID).
- Active students were scheduled to earn four core course credits in each trimester of the school year.

Unfortunately, many students in the 2014 cohort were enrolled under the previous institution and were negatively discharged prior to the school's restructuring and reopening, thus contributing to the low six-year graduation rate, with at least 32 students negatively discharged before AIM I opened.

Percent of Students in the Total Graduation Cohort who have Graduated After Six Years

School Year	Cohort Designation	Number in Cohort	Percent Graduating
2017-18	2012	98	13%
2018-19	2013	72	35%
2019-20	2014	99	38%

ADDITIONAL EVIDENCE

Given that students enter AIM I at varying places in regards to credits, Regents, educational gaps, age, housing, and other factors, we also look at the total number of graduates each year as a measure of progress. This school year, AIM I doubled the number of graduates from 24 students graduating in SY18-19 to 52 students graduating in SY19-20, exceeding the graduation expectation for the year. AIM I began the year with 32 potential graduates, and ended the year with 52 graduates, an 117% increase from SY18-19.

AIM I was able to accomplish this through our student engagement during virtual learning and our school interventions that include the primary person model, Accountability Coaching, Social Emotional Learning Program, and postsecondary engagement. AIM I was intentional in reviewing student data and developing interventions and tracking systems to support students to maximize students to complete their post secondary education and graduation.

School Year	Annual Graduates (September 1-August 31)
2017-18	20
2018-19	24
2019-20	52

Goal 1: Absolute Measures

Each year, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.

METHOD

This measure examines the persistence of students in the Graduation Cohort, those who entered the 9th grade as members of the 2014 cohort and are in their sixth year. The persistence rate is defined as the percentage of students in the Total Graduation Cohort who either earned a local or higher diploma, earned a high school equivalency (formerly known as GED), earned a CDOS, or were still enrolled in a school or programs with at least 50% attendance since February 1st of the reporting year. To achieve this measure, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.

RESULTS AND EVALUATION

AIM I's 2014 cohort had a persistence rate of 39%. Although AIM I's 2014 cohort did not meet this measure, their persistence rate is four percentage points higher than the previous cohort.

As mentioned in the previous measure, the implementation and use of the New Visions Data Portal, enabled the school to identify and accurately track the current state of each student. Through the previous mentioned structures, the AIM House Model, academic advising, and work based learning experiences, students engage in preparatory experiences for careers, thus supporting students that have had difficulty re-engaging in school and making adequate yearly progress. AIM I's continued partnerships with workforce providers, such as Opportunities for a Better Tomorrow, to support with postsecondary transition, including enrollment in High School Equivalency programs and job readiness programs, promotes student persistence. AIM I will continue to offer enrolled students

access to the AIM I Engagement Pathways program, which will enable students the opportunity to receive internships, industry credentials, and much more.

The New Visions Data Portal provides AIM I with consistent access to high-priority student data, helping the school to make and monitor critical student planning and support decisions. As previously mentioned, AIM I uses the Portal to engage in strategic data check-ins (SDCs) throughout the year. This results in comprehensive plans for course enrollment, Regents registration and preparation, and academic, attendance, and social emotional support which are visible to all school and New Visions staff in an integrated view with indicators of student progress. This foundational organizational infrastructure allows for individual student plans to be developed intentionally, implemented with fidelity and timeliness, and continually adjusted in light of evidence.

Total Graduation Cohort Persistence Rate

School Year	Cohort Designation	Persistence Rate
2017-18	2012	18%
2018-19	2013	35%
2019-20	2014	39%

ADDITIONAL EVIDENCE

AIM I continues to show improvement in this area, through intentional postsecondary planning, alumni supports, and alumni data tracking. Additionally, the school has made progress in this area by conducting an in-take assessment that details all of the student barriers (see chart below) at enrollment, and their postsecondary plans. Students are afforded the opportunity to select an Engagement Pathway, during their time at AIM I, to prepare them to persist in their postsecondary career.

Risk Factors	Number of Students
Housing Insecure	22
Court Involved/Incarcerated Family Member	76
Foster Care	17
Welfare	75
Mental Health (Family/Student)	8
Witness/Victim of Domestic Abuse	23
Teen Parent	16

Goal 1: Comparative Measure

Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2019-20, AIM I achieved three of the seven measures in the high school graduation goal. One measure was not applicable for school year 2019-20.

Type	Measure	Outcome
Leading Indicator	Each year, 65 percent of students in their first year at AIM I who were enrolled as of BEDS day and remain enrolled through June 30th of the reporting year will earn at least ten credits.	Not Achieved
Leading Indicator	Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30th of the reporting year, who have been at AIM for more than one year will earn at least eight credits.	Not Achieved
Leading Indicator	Each year, 80 percent of students in their first year at AIM I who were enrolled as of BEDS day will be retained through June 30 th of the reporting year.	Achieved
Leading Indicator	Each year, 70 percent of all students at AIM who were enrolled as of BEDS day will be retained through June 30th of the reporting year.	Achieved
Absolute	Each year, 65 percent of students in the fourth year high school Total Graduation Cohort will score at or above proficiency, or at least a 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.	Achieved
Absolute	Each year, 67 percent of students in the sixth year high school Total Graduation Cohort will graduate.	Not Achieved
Absolute	Each year, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.	Not Achieved
Comparative	Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.	N/A

ACTION PLAN

AIM I plans to continue to implement the AIM I Mastery Model, Data Huddles, the House Model, and Trauma Sensitive Approaches to enhance academic performance and strong relationships in order to foster a welcoming school environment and culture, characterized by rigorous classroom experiences and Engagement Pathway enrichment programs. Our AIM is to help students champion life's barriers and transform into productive citizens within our society. AIM I will continue to focus

on meeting all measures under the high school graduation goal of our accountability plan and work towards success in the following ways:

Mastery Model

AIM I will continue to implement the Mastery Learning Model to individualize and to identify individual students' needs to course performance and student achievement. In the upcoming school year, AIM I will ensure that each student is provided five mastery assessments each trimester that allow them to demonstrate their level of mastery through Project Based Learning. Each assessment is centered on a performance target (designed by teachers and aligned to the curriculum and the Regents exam). Each week, teachers engage in a student work protocol to review student mastery and norm across each department around understanding on-track student mastery. Additionally, each department engages in a weekly data analysis process, called Mastering the Regents, which enables teachers to utilize data to inform their instructional planning and teaching focus. This process engages four steps, involving: item analysis, teacher reflection, student item analysis, & instructional mapping. This process builds teachers' capacity to shift instruction towards the individual needs of each student based on Mastery Assessments, Regents, and baseline assessments. During the Data Huddle cycles, all staff, specifically teachers, are charged to utilize the data from this process to provide a unique experience for every student, around five specific school-wide data collection areas: SPED, SEL, attendance, academics, and restorative/culture. Teachers are in turn expected to use this data to plan routines and protocols for mastery for truant students.

AIM I Instructional Leaders will conduct strategic data check-in's after the fall administration of the Performance Series to establish and review the academic progress of all students, in alignment with the Mastery Model and the Regents progress. This check-in will take place at the end of each trimester. Instructional Leaders will review the school-wide metric data from the previous year, qualitative data, and the Regents data, to enhance the Mastery Model and make modifications where needed. Furthermore, this work will be enhanced with the addition of Mastery Grading, where teachers will grade work utilizing school-wide and department specific rubrics. This will allow all staff to speak in a common language during Data Huddles and Teen Talk Meetings.

Data Huddles

AIM I will continue to implement a school-wide data analysis process, that involves school-wide data analysis, disaggregation, intervention, and implementation. As per the Data Huddle implementation from the previous year, AIM I will enhance this year's level of implementation, through the incorporation of the House model, as the focal point to the school's overall data analysis structure. Thus, each staff member will analyze the data of students within their houses on a weekly basis, within the department on a weekly basis, and to review school-wide data on a monthly basis. All of these elements will support universal, targeted and tertiary levels of support for all students at AIM I. Additionally, the school administrative team will implement a professional development calendar that will outline the ways that teacher effectiveness and growth will need to be developed. Instructional leaders will engage in monthly data review meetings to analyze all school-wide data, and specifically assessment data. Instructional leaders will also engage in feedback cycles, focusing on teacher feedback, student feedback, and observational feedback. Finally, the instructional department will have once a week data dives to look at current student data, track progress and plan interventions. The data will be available for staff to use while planning daily lessons and wellness check-ins. The focus has been on using data on a school-wide basis while building

teacher/counselor capacity to use data more consistently during weekly common planning and check-ins.

House Model

AIM I will be in its third year of implementing the house model. The AIM House Model consists of Base Camp, Peak, and Summit where credit needs and academic needs are balanced when planning for graduation. AIM I is improving this model with even stronger school culture and House student leadership. Furthermore, the advisory model for each house will be expanded this year to include postsecondary planning and the college and career portfolio for Base Camp, Peak, and Summit house. AIM I will continue to separate Summit students from other houses, to ensure they remain focused on fulfilling the outstanding requirements for graduation, while Base Camp students' will focus on achieving at least ten credits during their first year.

Urban Assembly Resilient Scholars Program

For school year 2020-21, AIM I will be utilizing the Urban Assembly Resilient Scholars Program (UARSP) as a social emotional learning (SEL) program. UARSP is a guided implementation model designed to test and support SEL in high schools. This program will support AIM I in the implementation, integration, and sustainability of high-quality SEL programming to improve school-wide and out of school outcomes for all students. AIM I will institute the SEL competencies as a universal language: self-awareness, self-management, social awareness, and social management. This year our competencies will be incorporated into our school's discipline and reward system. Students will be able to earn points as badges as they demonstrate the four social emotional competencies.

SEL Assessment

AIM I will administer an SEL assessment at least twice a year to observe representations of the four social-emotional competencies. This assessment will provide the school with data that will be used to enhance and further develop SEL through advisory, the primary person model, and school culture. The Devereux Student Strengths Assessment (DESSA) will be utilized to provide the school feedback in supporting each student's area(s) of growth. The SEL team will utilize data to inform and strengthen the SEL implementation in the following areas:

- To frame SEL scores as opportunities for staff to provide students with supports to improve their SEL competencies;
- Root SEL assessments in observed strength-based behaviors;
- Connect SEL assessment outcomes to the programs organized in the Program Matrix to better leverage existing supports, and to create any necessary programs that would serve gaps highlighted by the data;
- Adapt SEL direct instruction scope and sequences in response to SEL assessment outcomes
- Create opportunities for SEL assessment reflection by varying community stakeholders, including for students.

SEL Advisory & Curriculum

AIM I will utilize the curriculum provided by UARSP to provide direct instruction to students around the areas of self-awareness, self-management, social awareness, and social management. The goals of this program are to enhance a child's social and emotional skills, which are essential to academic achievement. Social skills include things like making and keeping friends, showing respect for others, and resolving agreements. Emotional skills include things like being able to recognize their own and other's emotions, and showing healthy self-control. AIM I will utilize this language in and out of the

classroom as a way of redirecting students, as teachers and staff will have a common language to address persistent student issues.

Primary Person Model

The AIM I primary person model (PPM) ensures every student is connected to a caring adult who champions his or her education from the first day of school until graduation. By strengthening personal relationships in the school and providing a single point of service for every student to obtain needed support, AIM I increases each students' chances of academic success. The PPM provides a student advisor that works closely with students to develop important personal skills to stay focused on their academic and postsecondary goals. The design fosters higher student attendance, reduces the number of dropouts, behavior issues, and suspension rate, enabling students to spend more time learning in school. The primary person model includes the student advisor and the accountability coach.

Emphasis on Literacy and Numeracy

In order to ensure that our students successfully master academic content AIM I will continue to implement a targeted and tiered approach to literacy and numeracy, targeting the lowest performing students and providing them with literacy and numeracy intervention courses. These courses are taught through research-based software, such as Read 180, System 44, Accelerated Math, and Math Facts in a Flash.

Graduation Plans

AIM I will continue to ensure that all active students have a graduation plan for success and a college and career portfolio. All graduation plans are housed in the New Visions Data Portal, which all staff members can access. The graduation plans (as viewed in the Data Portal) provide data for the school around: credits, Regents, attendance, Regents preparatory activities, and much more. These plans are also used to support the AIM I programming team schedule students for Regents exams and graduation. In addition to programming, the graduation plans provide school staff with the opportunity to view the data and make collective decisions, thereby increasing the transparency of both information and the action taken in response. As previously mentioned, numerous graduation planning, Regents planning and preparation, credit gap, and data analysis meetings occur to:

- Ensure active students have graduation plans that reflect the best possible outcome (and therefore the highest expectations) in terms of graduation date and diploma type.
- Ensure active students are planned for Regents exams based on clear and logical documented criteria accounting for graduation plan, historical transcript, and previous attempts.
- Ensure active students are programmed for courses or additional support activities that prepare them for the exams they are taking in January, June, or August.
- Ensure active students are scheduled to earn specific core course credits in each trimester of the school year.

Youth Development & Student Support Department:

AIM I has enhanced the Youth Development team to incorporate a counseling team, student support team, and student advisory team to provide social emotional supports and other services necessary to support the diverse needs of students attending AIM I. Through the enhancement of the Youth Development team AIM I will continue to provide and strengthen the following models of supports:

- Primary Person Model - AIM I will implement and manage a primary person model
- School Culture - AIM will imbed social emotional learning development
- Coordinate Work Based Learning & Internship Opportunities for Students & Alumni - AIM I will secure a point person with a defined role, to support student postsecondary readiness plans
- Build and sustain community partnerships to provide referrals and supportive services for students at AIM I
- Counseling program, assessments, and interventions with the counseling team to support students who are in crisis and that are impacted by Covid-19.

Intake Process

AIM I has enhanced the intake process to ensure a successful route towards graduation, that includes the following:

- **Intake Enrollment Meeting-** A welcome conversation with students/families/caring adults to acclimate new family members to the school community.
- **Youth Development Intake Survey-** A survey will be administered to assess student barriers and the impact of COVID-19 on students. Students will meet with a student advisor, school social worker, social work intern, or school counseling who will administer the survey. This will be completed as part of the enrollment process. This will also help the YD staff member to better understand the student and the student's needs. This will also support a referral process to either AIM I supports or referrals to services in the community. All documentation must be securely kept in the student's YD records.
- **Trimester Student Orientation:** each trimester for new and returning students there will be events and online course modules to support students in their adjustment, transition to school to the online or in person school experience.
- **Progress Update:** Goal-tracking phase and adjustment of interventions, and review of social emotional support will be ongoing and the Barriers and Risk Assessments will be completed each trimester to ensure if there are any changes in a student's circumstance, AIM I will be able to provide assistance and referrals.

GOAL 2: POSTSECONDARY OUTCOMES

GOAL 2: Postsecondary Outcomes

Students will be prepared for and pursue postsecondary options

At AIM I we have a postsecondary team that focuses on college and career advisement, postsecondary plans, and data tracking and execution. The school counselor supports postsecondary planning and data tracking specifically with Summit house. The counseling director oversees and supports management and execution of postsecondary supports and systems including college applications and the acceptance process.

In the fall of 2019 AIM I hired a college and career advisor who supported students in completing a college & career portfolio. The college and career portfolio includes students' postsecondary goals, steps to complete the college application process, and exploration of postsecondary options.

The school counselor and the college and career advisor both provide workshops around college readiness and the application. In addition, they both teach Summit House advisory classes four days per week that focuses on college readiness and career readiness. Below is a list of some of the postsecondary workshops the school counselor and the college and career advisor provided:

- College Application Support
- FAFSA support
- College Pathways & Trade Schools
- TAP Program workshop
- ACCESS VR Workshop
- College & Career Readiness

AIM I also has two program partnerships to support postsecondary and college readiness. One program is the CARES program that provided two social work interns. The social work interns also provided mentoring around college and career options and readiness. The social work interns also provided support with completing applications for TAP, FAFSA, and college applications. AIM I also participated in New Visions' program, Bridge to College. An AIM I alumni who attends City Tech, was nominated and selected for this work. After completing training at the network, the alumna worked a total of 80 hours from March - June to support Summit students in both college and FAFSA applications.

Goal 2: Absolute Measure

Each year, 80 percent of students who graduate in the reporting year will enroll in a two or four year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.

METHOD

The ultimate measure of whether AIM I has lived up to its mission is whether students are prepared for and pursue postsecondary options. AIM I will track and report the percentage of students who graduate in the reporting year who enroll in a two or four year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.

RESULTS AND EVALUATION

Matriculation and postsecondary outcome data for students who graduated in school year 2019-20 was not available at the time of this report. Matriculation data from the National Student Clearinghouse will be reported out once it is received. In addition, counselors will collect other postsecondary outcomes including military service, technical/occupational institute, or employment. This metric will be updated once the data becomes available. It is notable that there was a 14 percentage point increase from school year 2017-18 to 2018-19.

Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Technical/Occupational Institute, or Gain Employment

School Year	Number of Graduates	Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Technical/Occupational Institute, or Gain Employment
2017-18	20	17%
2018-19	24	30%
2019-20	52	TBD

ADDITIONAL EVIDENCE

This year, AIM I focused on improving the percentage of students who completed their postsecondary portfolio to enable students to have support for acceptance into their postsecondary future. Throughout the school year, AIM I hosted many events to support students in ensuring that there post-secondary success, such as:

- Students completed a postsecondary interest survey with the New Visions alumni relations manager.
- Students worked on determining postsecondary interests (both career/college) and building lists in advisory and in one-on-one meetings for students who do not have advisory.
- Summit students were invited to attend a field trip on October 23rd to spend the day in Manhattan at both the SUNY and CUNY Welcome Centers to learn more about their programs and options.
- Summit students and families were invited to the first House Night and guidance counselor, conducted a workshop on understanding students' path to graduation, FAFSA, and postsecondary options.
- Families and students were sent home notices to determine FAFSA support.
- Every Tuesday throughout the month of October, students participated in "College Explorations" workshops.
- Students began working on FAFSA one-on-one with support from the guidance counselor, college and career advisor, and the New Visions alumni relations manager. All projected graduates will be encouraged to complete.
- Student support on submitting college applications.
- Summit House students attended a College Trip to ASA College
- Summit House students attended Tomorrow's Leaders Workshops Career Workshops

- Career workshops occurred once per week for Summit House students in advisory classes. These workshops are geared to infuse career-readiness into the advisory curriculum, and as a way to support students in their postsecondary planning. The workshop titles included:
 - 10/18 & 10/24: Identifying your passion interests and skills
 - 10/25 & 10/28: Resume Cover Letter Part 1
 - 10/29 & 11/7: Resume Cover Letter Part 2
 - 11/8: Resume continued
 - 11/14 & 11/15: Workforce Etiquette Part 1
 - 11/21 & 11/22: Workforce Etiquette Part 2
 - 11/25 & 11/26: Financial Planning

The alumni and postsecondary support coordinator meets monthly with students, following the year they graduate, to establish a clear pathway towards their postsecondary future. Additionally, the school fostered relationships with students to enable strategic communication with their next steps.

At AIM I we ensure our seniors maintain a focus on making postsecondary plans and decisions. Each senior has a counselor/advisor with whom they have regular check ins to support their emotional well being and to explore their postsecondary options. Once we transitioned to remote learning our school counselor and college and career advisor held senior advisory class via Zoom four days a week to support postsecondary planning. Seniors have been working on completing their postsecondary portfolios which include: resume building, S.M.A.R.T. Goals, creating a LinkedIn profile, receiving letters of recommendations, and career assessments. Once a week our college and career advisor and our school counselor host a Zoom meeting for our graduates to support with their postsecondary planning and college and career portfolios. Our college and career advisor also hosts a college tour and/or career presentation for all students to attend once a week.

In addition, AIM I began using Xello. Xello is an online College & Career Virtual Curriculum Platform with modules and assessments for postsecondary planning. Students were able to complete modules and lessons around career exploration, their personality style, exploring college options, and career programs.

Goal 2: Absolute Measure

Each year, 75 percent of students in the sixth year Accountability Cohort will demonstrate proficiency of CDOS learning standards.

METHOD

The school administers one of the nationally recognized work readiness credentialing assessments known as the SkillsUSA Workforce Ready Employability Assessment. This exam assesses 10 work readiness competencies aligned with the CDOS learning standards. The assessment cut score is 73%. This measure examines the percent of the Accountability Cohort that achieved at least a 73% on the exam by the completion of their sixth year in the cohort.

RESULTS AND EVALUATION

Fifty-three percent of students in AIM I's 2014 cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure. However, the percent of students in AIM I's 2014

cohort demonstrating proficiency of CDOS learning standards was 19 percentage points higher than the 2013 cohort.

AIM I provided CDOS opportunities to all potential graduates, and ensured that all students had an opportunity to partake. In this third year of implementation, AIM I continued to provide CDOS workshops to the Summit House students as an opportunity to sit for the NYSED approved CDOS exam. The House Model supported this year's increase by strategically preparing Summit and Base Camp students. AIM I conducted CDOS readiness workshops as a tertiary support for Base Camp students and provided workshops to Summit House as a targeted approach. Additionally, the school continues to offer postsecondary pathways for all students as a universal intervention that aligns to the CDOS learning standards, such as an internship program, vocational training, and college enrollment preparation.

Unfortunately, due to COVID-19, AIM I students who were planned to take the SkillsUSA CDOS exam in the spring were unable to. However, students were able to participate in the college and career workshops, planning opportunities, and received direct support from the AIM I college and career advisor and NVCHS network team.

AIM I also implemented a student internship program that provided students with CDOS hours and opportunities to build employability skills. The internship program was both in person and virtual. Students attended seminars on career development. Students in this program also obtained CDOS hours.

Proficiency Rate of CDOS Learning Standards by Sixth Year Accountability Cohort

School Year	Cohort Designation	Number in Cohort	Percent Demonstrating Proficiency of CDOS Learning Standards
2017-18	2012	17	12%
2018-19	2013	29	34%
2019-20	2014	43	53%

ADDITIONAL EVIDENCE

Although AIM I did not achieve this goal, the school continues to make steady progress towards attaining this goal, with a 19 percentage point increase from the previous year. AIM I will continue to improve on its postsecondary pathways program.

AIM I will continue to increase in the postsecondary metric by also expanding the postsecondary team. This year AIM I's director of special education services and a special education teacher will join the team and post secondary intervention implementation.

AIM I will collaborate with AIM II for postsecondary meetings to ensure collaboration and best practices across both schools. In addition, AIM I will meet once a month with the New Visions Network to increase and build postsecondary supports.

Goal 2: Absolute Measure

Each year, 100 percent of students planned to graduate in the reporting year will complete a career readiness portfolio containing a career plan and skills employability profile.

METHOD

The school will maintain a career readiness portfolio which will include a career plan, skills employability profile, resume, and other artifacts which reflect career readiness milestones.

RESULTS AND EVALUATION

Ninety-four percent of students who were planned to graduate completed a career readiness portfolio, therefore not meeting this measure.

Although we fell short of meeting this goal, AIM I has made significant progress in this area. At the start of school year 2019-20, 32 students were planned to graduate based on Regents and credits, however an additional 20 students graduated, for a total of 52 students graduating in school year 2019-20. Further, eighteen out of the twenty additional students completed a career readiness portfolio, therefore 94% of the 52 graduates completed a career portfolio. The goal for the upcoming year is to have evidence of 100% of AIM I graduates with an Engagement Pathway portfolio, that includes: internships; certifications; job-shadowing; and college acceptances.

At AIM I, student advisors work to ensure that each student graduates with a viable postsecondary plan. The planning process begins when the student first enters AIM I and meets with his/her coach. The advisors/social workers/guidance counselors (Youth Development Team) work individually with each student on their caseload to develop a carefully mapped out plan that includes a career skills and interest assessment, college and career exploration, and internship opportunities. They also collaborate and co-create a postsecondary plan with structured goals and objectives to meet those goals for students on their caseload. Students engage in a range of experiences such as resume writing, college tours, work site visits, and FAFSA workshops. The advisors/social workers/guidance counselors stay in close communication with stakeholders, including administration, family members, dean, and teachers, to ensure transparent communication with his/her students.

The School Counselor and the College and Career Advisor both provide workshops around college readiness and the application. Below is a list of some of the postsecondary workshops the school counselor and the college and career advisor provided:

- College Application Support
- FAFSA support
- College Pathways & Trade Schools
- TAP Program workshop
- ACCESS VR Workshops
- College & Career Readiness



AIM I also has two program partnerships to support postsecondary and college readiness. One program is the CARES program that provided two social work interns. The social work interns provided mentoring around college and career options and readiness. The social work interns also provided support with completing applications for TAP, FAFSA, and college applications. AIM I also participated in New Visions' program, Bridge to College. An AIM I alumni who attends City Tech, was nominated and selected for this work. After completing training at the network, the alumna will work a total of 80 hours from March - June to support Summit students in both college and FAFSA applications. Another program partnership was with Urban Assembly who provided professional development in Social Emotional Learning Program Development and Curriculum for our Summit House Advisor Class. Summit House advisory classes four days per week that focuses on college readiness and career readiness.

The AIM I college and career advisor also worked with students to complete an Enhanced the College and Career Portfolio. This portfolio was created and implemented for students to identify their career pathway, their interests, goals, resume building, branding, and "collection of work". Students completed components of their college career portfolio during their advisory class. In addition, the college and career advisor would provide office hours and one to one support for students to complete sections of their College & Career Portfolio.

This past year, AIM I also hosted an “AIM 2 lead Internship Program” during the academic year. Students at AIM I were invited to apply and were selected to complete an internship program. The internship program included job readiness workshops and an internship placement in the community (or virtual placement during COVID-19). Students were paid for completing internship hours and also were awarded CDOS hours. The internship seminars included but were not limited to:

- Resume building
- Professionalism
- Career Exploration
- Job Interview Preparation

Our AIM 2 Lead internship program was also extended in the summer for students. Moreover, AIM I had a program partnership for summer internships with the Pencil Program. AIM I students applied to the Pencil Program. This summer, AIM I offered 40 students summer internships. In order to complete the program and get paid, students had to submit course work and attend work readiness seminars.

Percent of Students Completing a Career Readiness Portfolio

School Year	Number of Students Planned to Graduate	Percent of Students Completing a Career Readiness Portfolio
2017-18	N/A	N/A
2018-19	29	100%
2019-20	32	94%

ADDITIONAL EVIDENCE

We are on par to meeting this goal, through intentional grad and alumni support, as detailed above.

Goal 2: Comparative Measure

Each year, the school’s postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort will exceed that of the Total Cohort from comparable transfer high schools.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

SUMMARY OF THE POSTSECONDARY OUTCOME GOAL

In school year 2019-20, AIM I did not achieve any of the four measures in the postsecondary outcome goal. One measure was not applicable for school year 2019-20 and data was not available for one measure at the time of this report.

Type	Measure	Outcome
Absolute	Each year, 80 percent of graduates will enroll in a two or four year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.	TBD
Absolute	Each year, 75 percent of students in the sixth year Accountability Cohort will demonstrate proficiency of CDOS learning standards.	Not Achieved
Absolute	Each year, 100 percent of students planned to graduate in the reporting year will complete a career readiness portfolio containing a career plan and skills employability profile.	Not Achieved
Comparative	Each year, the school's postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort will exceed that of the Total Cohort from comparable transfer high schools.	N/A

ACTION PLAN

AIM I will continue to provide all students with postsecondary pathways that they can engage in throughout their experience at the school. The Engagement Pathways have been developed to provide students with a clear path towards success. AIM I hired a "College and Career Advisor" in fall of 2019 to ensure AIM I students are enrolled in Engagement Pathway courses/enrichment programs to achieve academic success. Each student will continue to be expected to graduate with a high school diploma and a path towards postsecondary, including exposure in the following Engagement Pathways:

- **College Success** – The College Success Pathway is designed to engage students who have the desire to attain a college degree upon graduation. Students will gain exposure and confidence on entering the university system through in and out of state campus tours, scholarship opportunities, hands-on financial aid assistance and standardized test tutoring.
- **Arts Pathway** - Is the pathway designed for students interested in activities in areas of performing arts or visual arts including fashion. Students will graduate with an Engagement Pathway portfolio towards industry success and/or college enrollment.
- **Athletics** – Athletics pathway is for students interested in activities in areas of sports. Students will graduate with an Engagement Pathway portfolio towards industry success and/or college enrollment.
- **21st Century Workforce** – The 21st Century Workforce pathway offers a variety of career exploration and job readiness programs for students interested in pursuing employment immediately after graduation – opportunities are offered both in-school and out-of-school. The internship program provides an opportunity for students to explore, research and prepare for careers by gaining workplace skills through internship placements, resume building, and access to professional certifications. Students will graduate with a workforce portfolio to support their search for full-time employment.

- **Vocational & Certification** – The Vocational and Certification pathway is geared towards students who possess an interest in gaining skills and industry certifications in the areas of culinary arts, barbering/cosmetology, graphic design, and much more. Students will participate in hands-on career focused curriculum taught by industry professionals, in addition to field trips and job shadowing opportunities. Students will graduate with industry credentials and opportunities for entry level employment.
- **Military Pathway** – Military pathway is for students interested in pursuing a career in the Military. Students will graduate with an Engagement Pathway portfolio towards industry success in the military.

Career Development and Occupational Studies Credential (CDOS)

AIM I will continue to provide students with the opportunity to earn the Career Development and Occupational Studies Credential (CDOS). The CDOS credential is designed to prepare students with the knowledge and skills needed for entry-level work. By participating in work-based learning opportunities and career and technical education (CTE) workshops/classes, AIM I students can better prepare for life after high school. These experiences may help shape students' future careers and interests and are often a key part of a high-quality academic program. All AIM I students will be enrolled in a work based learning class and/or program to complete both options of the CDOS for the purposes of postsecondary success

Special Considerations: Students with IEPS

AIM I's Associate Director of Education and a Special Education teacher will be joining the post secondary team. Because AIM I has students with IEP needs and transitional services, the SPED post secondary team members will focus on supporting students with IEPS and post secondary planning. This includes but is not limited to partnerships with programs for individuals with disabilities & job readiness and collaboration with ACCESS-VR for those students who qualify for supportive employment and transitional plans for students with disabilities.

GOAL 3: ENGLISH LANGUAGE ARTS

HIGH SCHOOL ENGLISH LANGUAGE ARTS

GOAL 3: English Language Arts

Students will be proficient readers and writers of the English language.

BACKGROUND

AIM I uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions ELA curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

The New Visions ELA curriculum is driven by an accessible, skills-based approach to literacy. Consisting of three year-long courses, the curricular units are organized by the conceptual lenses of the Individual, the Quest, and the American and spiral literacy skills across grades 9, 10, and 11. Within each course, unit plans provide assessments, resources, and strategies that unpack the skills needed to master the learning identified in the ELA Common Core Standards, as well as support the reading, writing, and thinking necessary for both the New York State Regents exams and postsecondary coursework.

AIM I administered mock Regents for practice and preparatory experiences to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helps to decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next rendition.

Additionally, during the school year 2019-20, AIM I worked with two New Visions Instructional Specialists who provided onsite and remote coaching. Coaching included working with assistant principals and teacher teams to modify the ELA curriculum based on student performance and assessments and supporting teachers in planning and further developing consistent learning routines across all classrooms. Furthermore, instructional specialists supported school instructional leaders in coaching and supporting teachers in meaningfully adjusting instruction.

Goal 3: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3, or score at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirements for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core)² or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

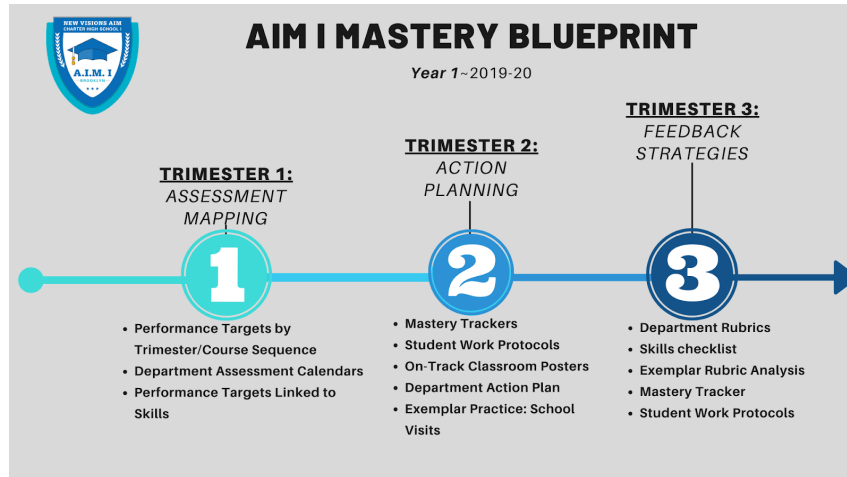
Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2014 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving a score at or above Performance Level 3, or score at least 55 using the safety net option for eligible students among the students who sat for the exam.

RESULTS AND EVALUATION

Eighty-six percent of students in AIM I's 2014 cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core). AIM I met this measure, exceeded it, and increased 12 percentage points from last year. In addition, it should be noted that three students, who were scheduled to sit or resit for this exam in June or August, earned Regents waivers. Therefore 91% of students in cohort 2014 met the ELA Regents requirement for graduation.

During trimesters 1 and 2 of last school year, AIM I teachers received professional development on developing performance targets aligned to the AIM I Mastery Model & Blueprint.

² Students in the 2012 and 2013 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.



This PD was developed to align all AIM I teaching and instruction to the AIM I three year Mastery Model implementation plan. Each trimester there was a different, yet connected focus, including: assessment mapping, action planning, and feedback strategies, to support teachers with effective implementation of the Mastery Model. During the first year of implementation, AIM I normed around the following terms to support ELA teachers towards proficiency:

Mastery Key Terms:

- **Mastery:** a level of performance that students must demonstrate evidence of learning before moving forward.
- **Baseline Assessment:** an initial assessment that is given to students at the beginning of a course to determine data about the students' prior knowledge of the upcoming content. Furthermore, this baseline should truly be what is expected of the students to do at the end of the course (the summative assessment/final exam).
- **Performance Target (PT):** the learning target that teachers will assess to determine mastery.
- **Mastery CFUs:** Formative assessments are a range of formal and informal assessment procedures conducted during the learning process in order to modify teaching and learning activities to improve student mastery, these are done daily, frequently throughout a lesson, and at least 2 times in every lesson.
- **Refining Understanding (RU):** the process of providing enrichment and extension lessons to students based on their level of mastery of the performance indicator. At the end of this process corrective assessing should be given.
- **Corrective Assessing:** After giving an enrichment lesson, student should be re-assessed to determine the new level of mastery.
- **Enrichment Lessons:** Enrichment lessons are given to students who have not shown mastery after the initial assessment of the Performance indicator - it is a re-teaching of the content using an alternative instructional mode, strategy and/or additional practice.

- **Extension Lessons:** Extension lessons are given to students who have shown mastery - this allows these students to dive deeper into the PI, bridging learning, and/or to a higher level of understanding.
- **Summative Assessments: Mastery Assessments:** these are formal culminating assessments to ascertain mastery of the corresponding Performance Target. These are given at the end of each performance target.
- **Foundational Skills:** prior knowledge skills that are needed in order to support the learning needed to attain the expected level of performance for a unit. This should take place during the introduction of a PI.
- **Checking Your Understanding (CYU) Day:** the day prior to a summative assessment where students spend time self-assessing their understanding of the performance indicators, usually via a study guide that provides key facts, examples and modes of practice.

ELA teachers led the content curriculum and lesson design, by first determining the objectives for the performance targets of the course. ELA teachers differentiated lessons based on assessment data for all students. The SPED ELA teachers differentiated for students with IEPs, and developed groupings based on data analysis and that included non-IEP students based on the GenEd teachers recommendation.

In addition, ELA Regents preparation supports provided to all students contributed to cohort 2014's achievement. Regents preparation activities included:

- **Strategic Data Process**
 - A classwork data tool was developed for the ELA team to utilize in planning. The tool provided real time data including Lexile levels, previous ELA Regents exam scores and current grades. This invaluable tool allowed the ELA team to be strategic in planning supports for groups and individual students.
- **Embedded Classroom Supports**
 - All classes embedded test preparation strategies within the curriculum, as well as scaffolded practice Regents questions and questions from previous Regents exams.
 - Students who were scheduled for a Regents exam were administered a mock Regents. Based on the data from the mock Regents, departments identified core skills which needed significant attention in order to improve student achievement.
- **After School Tutoring**
 - Intensive tutoring for 2 hours/2x a week
 - Teacher led tutoring was offered 2-3 times per week, as well as Saturday Regents preparation
- **Assessments Days Regents Focus**
 - On Assessment Days prior to the January Regents, students were given the opportunity to take full length Regents exams. Furthermore, teachers conducted "Rock the Regents" sessions, where students were given tangible and intangible testing strategies and tools to be able to be successful in taking the Regents exam within their Regents culminating course.

Additionally, AIM I ensured required IEP supports and interventions for students were provided, this

included:

- Identifying students as at-risk via the Performance Series Reading assessment and through the AIM I intake process.
- The ADSPED supporting general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.
- Developing a literacy plan to support struggling readers using the tools Read 180 and System 44 through a literacy intervention course.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort³

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	12	71%
2013	2018-19	29	0	22	76%
2014	2019-20	43	1	36	86%

ADDITIONAL EVIDENCE

Based on the AIM I Mastery Model, the ELA department, focused specifically on students within this cohort, to support them towards mastery in the ELA course, and on the ELA Regents exam. The Mastery Model incorporates a process where students must master specific core content, which is measured through Mastery Assessments. If a student is able to master the content, determined by scoring 80% or higher on a mastery assessment, they receive an extension lesson, which deepens their understanding of the core content. However, if a student is unable to master the content (receives less than 80%), then the ELA teacher gives the student an enrichment lesson, where the student is re-taught using a different teaching strategy. The student is then re-assessed and must meet 80% mastery. The cycle is repeated until the student achieves mastery and can move to the next ELA unit.

AIM I continues to improve in this area due to intentional professional development and coaching that support instructors with scaffolding and modifying New Visions curriculum, course content, and differentiating student needs. AIM I will continue to modify the curriculum and use assessment data to make data driven decisions for school improvement.

As indicated in the table below, 52% of students in the 2015 cohort (with valid scores) have passed the ELA Regents prior to entering their sixth year. Further, an additional 15 students earned Regents exemption waivers. Therefore, 78% of students in cohort 2015 have met the ELA Regents requirement for graduation prior to the start of their sixth year.

³ Based on the highest score for each student on the English Regents exam

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁴
2014	54	46%	51	71%	43	86%
2015	43	14%	50	36%	50	52%
2016	26	4%	38	13%	60	33%
2017	18	11%	28	7%	40	24%
2018			22	0%	33	12%
2019					26	0%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2014	43	3	36	91%
2015	50	15	24	78%
2016	60	21	19	67%
2017	40	8	9	43%
2018	33	1	4	15%
2019	26	0	0	0%

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the school’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Growth Measure

Each year, 60 percent of students will grow from fall to spring according to their Lexile measures using the Performance Series Reading diagnostic assessment.⁵

⁴ Percent passing among students with valid score

⁵ Expected growth is calculated based on research conducted by Scholastic and MetaMetrics. These growth targets set higher gain expectations for students who start off with a lower entering Lexile.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students to improve their Lexile measure from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their Lexile measures using the Performance Series Reading diagnostic assessment.

RESULTS AND EVALUATION

Due to school closure this past spring AIM I was unable to administer the Performance Series assessment a second time and therefore cannot report out data for this measure.

Percent of Students with Fall to Spring Growth Based on Lexile

School Year	Number of Students Enrolled During Fall and Spring Testing Window	Number of Students Tested in Fall and Spring	Percent of Students with Lexile Growth
2017-18	158	54	52%
2018-19	152	89	40%
2019-20	N/A	N/A	N/A

ADDITIONAL EVIDENCE

The unprecedented quick shift to remote learning resulted in a number of barriers to administering the Performance Series in a way that would make us confident that each student would have access to the online exam and that the data would be accurate and usable. Due to these concerns along with the concern for students' health and safety the New Visions network decided that all ten schools would not administer the performance series in spring 2020.

Performance Series is not optimized for cell phones and works best on a laptop or desktop computer. However, during the spring we were not positioned to move to a 1-1 device program for students to ensure they each had a laptop or chromebook. Many students only had access to their cell phone or had to share a computer with other family members (over 60 students reported using a cell phone or tablet). We distributed 76 laptops in March and placed orders for additional devices in April 2020, but due to the nation wide delay, many of the devices did not arrive until mid-June.

In addition to the challenges of transitioning to remote learning, the students we serve live in some of the hardest hit areas of the city. We had 15 students and family members who directly were impacted with COVID-19 or were in a household with someone who was sick or passed away. Nine of our students also moved to live with another family member to quarantine safely from COVID-19. Our students had to learn how to work remotely, care for family, or cope with the worries of a family member who was an essential worker putting themselves at risk of contracting COVID-19 (we had over 24 parents who identified as being an essential worker). In addition, our students were also essential workers. We had 14 students who worked in the community during the COVID-19 pandemic. We also had 10 students and family members who lost their job due to COVID-19. Despite these challenges AIM I staff continued to strategically collaborate to support students reading needs by:

- Chunking texts that were provided;

- Providing audio recordings; and
- Giving students opportunities to respond through writing or recording their responses.

Student progress in the core content classes was assessed through looking at student work towards mastery and providing feedback and opportunities for revision, as aligned to our mastery model.

At the end of last school year the network did a small pilot of administering Performance Series remotely to better understand the needs of students taking the assessment at home. Based on the pilot a set of training and guidance documents have been developed to support Performance Series administration for the fall.

Goal 3: Growth Measure

Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal based on SRI research.⁷

METHOD

The school demonstrates the effectiveness of its literacy intervention program by enabling students who were programmed for reading intervention to meet or exceed their expected Lexile growth goal.

RESULTS AND EVALUATION

Due to school closure this past spring AIM I was unable to administer the Performance Series assessment a second time and therefore cannot report out data for this measure as intended.

Percent of Students Programmed for Reading Intervention
Who Met or Exceeded their Expected Lexile Growth

Year	Number of Students Programmed for Reading Intervention	Number of Students Programmed for Reading Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Expected Lexile Growth
2017-18	40	16	25%
2018-19	29	23	22%
2019-20	30	N/A	N/A

ADDITIONAL EVIDENCE

AIM I began the year focused on ensuring that literacy interventions were provided for students according to their Lexile and based on need. In the fall the school identified students who were tier 2 or 3 readers and placed them into Read 180 following a review of students' credits and attendance. Read 180 is a tier 2 blended learning program that primarily focuses on reading comprehension but also supports fluency, writing skills, and vocabulary. Students are also able to earn ELA 9/10 credits towards graduation. The intervention uses the Reading Inventory as a progress monitoring tool within the program, to track students Lexile growth.

The table below breaks out intervention students' Lexile growth on the Reading Inventory for Read 180. If a student met their expected growth, they made one year of Lexile growth. The table below displays the Lexile growth of students who were enrolled in Read 180 for one to two trimesters

during the school year. Students can be moved in or out of reading intervention based on the following factors: attendance, Lexile growth, or credit needs for graduation.

Reading Inventory Lexile growth for students enrolled in Read 180 Prior to Remote Learning

Program	READ 180 (tier 2)		
Growth	N	Grew	Met Growth
AIM I	30	10%	10%

This data indicates that students at AIM I, with less than a year of in-person instruction, were able to demonstrate growth, and some students were able to achieve one year of growth. New Visions has reported out on student intervention growth prior to remote learning reflects reliable and accurate reading growth data.

At AIM I:

- 30 students were enrolled in Read 180 for 1-2 trimesters prior to remote learning.
- 10% of students enrolled in Read 180 for 1-2 trimesters prior to remote learning grew.
- 10% students enrolled in Read 180 for 1-2 trimesters prior to remote learning made one year of growth.

During school year 2019-2020, the New Visions instructional specialist for interventions supported AIM I by providing coaching to intervention teachers, reviewing school-wide Lexile and diagnostic data with school leaders, and identifying students who met AIM I's placement criteria for interventions. During coaching sessions intervention teachers reviewed Read 180 literacy data, reflected on their practice, and set goals to improve student outcomes in their course.

Goal 3: Growth Measure

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year's high school Accountability Cohort who scored at Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations), or scoring at least 55 for safety net eligible students, on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 or scoring 55 for safety net eligible students by the completion of their sixth year in the cohort in comparison to the previous year's Accountability Cohort.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

AIM I's 2014 cohort's ELA passage rate of 88% exceeds cohort 2013's ELA passage rate of 76%, therefore meeting this measure.

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort

School Year 2017-18		School Year 2018-19		School Year 2019-20	
Cohort 2012		Cohort 2013		Cohort 2014	
Number in Cohort	ELA Passage	Number in Cohort	ELA Passage	Number in Cohort	ELA Passage
17	71%	29	76%	43	88%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2019-20, AIM I achieved two of the six measures in the high school English language arts goal. Four measures were not applicable for school year 2019-20.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at Performance Level 3, or score at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.	Achieved
Absolute	Each year, the Performance Index ("PI") on the Regents Exam in English Language Arts (Common Core) of students completing their sixth year in the Accountability Cohort will meet the Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the Performance Index ("PI") in English Language Arts of students in the sixth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.	N/A
Growth	Each year, 60 percent of students will grow from fall to spring according to their Lexile measures using the Performance Series Reading diagnostic assessment.	N/A
Growth	Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal based on SRI research.	N/A
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year's high school Accountability Cohort who scored at Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50% proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	Achieved

ACTION PLAN

In the 2020-21 school year, AIM I will continue to focus on achieving and exceeding all measures in the English language arts goal. Additionally, due to the vast academic needs and gaps of our students, the instructional priority will focus on using assessment data to drive instruction, use school-wide and department rubrics incorporating feedback and conferencing to further enhance the Mastery Model. Time in department meetings and common-planning time will be devoted to further developing this work.

AIM I will utilize hybrid learning for the school year 2020-2021. Instruction will be delivered mostly remotely with in-person targeted small group interventions that will accommodate 25% student and staff capacity. The plan to facilitate targeted intervention support of up to 25% of students identified through a needs analysis and opt-in will include in-person support at the school level through a scheduled block for families and students. During this scheduled time students and parents will receive targeted intervention to support social-emotional and learning needs, while fulfilling the requirements of the social distancing model. Appointments will be scheduled for students and families.

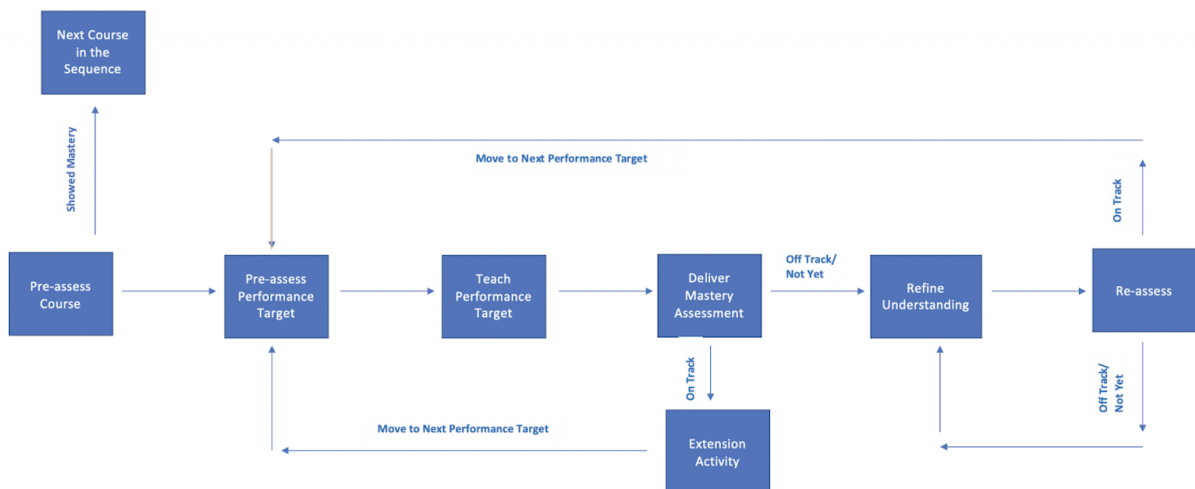
Teachers will prepare, deliver and grade instruction based on the AIM I Blended Mastery Teaching, Learning & Grading Framework. In this Framework, departments utilize NV curriculum to determine 4-5 Performance Targets that students should master for each course. To ensure that students are able to master content, units will be developed using a project based design driven by a problem, inquiry or layered curriculum. Students must show mastery of content before moving from one unit to the next via mastery assessments. These mastery assessments will be graded using school-wide and department specific rubrics. Teachers will provide written feedback to students using a 3-2-1 protocol, which will give students specific and actionable next steps towards mastery of the performance target. To further drive student success, AIM I teachers will also incorporate conferencing as an instructional tool. If students have not mastered a performance target, they are taken through a process of refining understanding of the target and are then reassessed. This process continues until the student has achieved mastery. Once the student has achieved mastery, the student moves to the next performance target.

Key Components of Framework:

- Teachers Teach in an ICT Model
- Courses are housed in Google Classroom with Google Slide lessons and teacher videos
- Teacher pre-assess students at beginning of course and the beginning of units (Performance Targets)
- Teachers teach 4-5 Performance Target using one of three Approaches to Teaching Content of Performance Target through Project Based Learning
 - Problem Focus
 - Inquiry Focus
 - Teacher Directed
 - Student Driven
 - Layered Curriculum
- Content is differentiated utilizing tiered/small group/stations
- Students are formatively assessed via multiple check for understanding
- Students are summatively assessed via Mastery Assessments at the end of each Performance Target

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

- Formatives and summatives are graded utilizing department and school-wide rubrics
- Students are provided feedback using a standard protocol
- Students must attain Mastery, therefore there is an inbuilt process for refining understanding
- Teachers conference with students frequently



With respect to remote learning, each department will provide synchronous instruction weekly. All courses will be housed in a Google Classroom. Teachers will deliver instructional materials via embedded teaching videos in Google Slides and Google Classroom will also be used for delivery and collection of classroom assignments, as per the AIM I Blended Mastery Teaching, Learning & Grading Framework. All students will work asynchronously to complete work remotely with the accommodation of a 1½ hour Zoom check-in session, where students can get one-on-one assistance, small group instruction and/or tutoring. Incorporated in these Zoom sessions will be break out rooms, so that co-teachers can further facilitate learning for IEP and ELL students. Furthermore, Zoom office hours will be offered 2-3 days a week at the end of the school day to accommodate students needing extra supports. Students who continue to have and or encounter technology issues will be mailed hard copy paper packets that incorporate review and practice. These students will be able to call teachers during the above mentioned Zoom sessions to get the support they need to complete packet work.

Teachers will meet in departments under the guidance of a weekly rotating schedule. This schedule will promote teacher collaboration and best practices in co-planning, looking at student work and reviewing data. Also included in this rotating schedule is time for grading, outreach, and PD, which includes coaching, varying formal PD sessions and open teacher discussions regarding teaching during a pandemic. These practices allow teachers to continue in the same routines that were present prior to working remotely.

Teachers will receive support from the AIM I Instructional Leadership Team (ILT), consisting of the principal, assistant principal and assistant director of special education. Each team member will have one or two departments that the ILT member will be responsible for facilitating, supporting and coaching. The two department leads, humanities lead and STEM lead, will be responsible for

daily facilitation of department common planning meetings. In addition, our new teachers will be assigned mentors from the teaching staff as an additional support.

AIM I will continue to improve in ensuring all active students take the Performance Series reading diagnostic assessment during the first trimester to provide teachers, administrators, and students with a Lexile level. Lexile levels will continue to be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine if the student's primary reading support needs are comprehension, fluency or decoding. This program will enable all students to focus on reading as part of each content area, and to devote a fluency approach to learning.

As in previous years, the Performance Series data will help us to identify struggling readers and determine if they will benefit from an ELA credit bearing READ 180 course. In SY 2020-21, we will focus the Read 180 course on students that have severe learning deficits, as well as look at overall attendance, credit needs, and data on their ability to decode, to appropriately match students to the program. Further, Lexile levels will be used by classroom teachers to appropriately match readers to texts and will use the student's Lexile level to determine if they are making progress towards college readiness reading levels.

AIM I will continue to work with New Visions Instructional Specialists to provide remote coaching related to modifying and adapting curriculum for teaching remotely. In-house coaching provided by Instructional Leadership Team members will focus this coming year around developing teacher virtual pedagogy and learning around virtual engagement.

GOAL 4: MATHEMATICS

HIGH SCHOOL MATHEMATICS

GOAL 4: Mathematics

Students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

AIM I uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions ELA curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

AIM I administered mock Regents for practice and preparatory experiences to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helps to decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next rendition.

Additionally, during the school year 2019-20, AIM I worked with two New Visions Instructional Specialists who provided onsite and remote coaching. Coaching included working with assistant principals and teacher teams to modify the Math curriculum based on student performance and assessments and supporting teachers in planning and further developing consistent learning routines across all classrooms. Furthermore, instructional specialists supported school instructional leaders in coaching and supporting teachers in meaningfully adjusting instruction.

Goal 4: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3, or score at least 55 using the safety net option for eligible students, on a Regents mathematics exam by the completion of their sixth year in the cohort.

METHOD

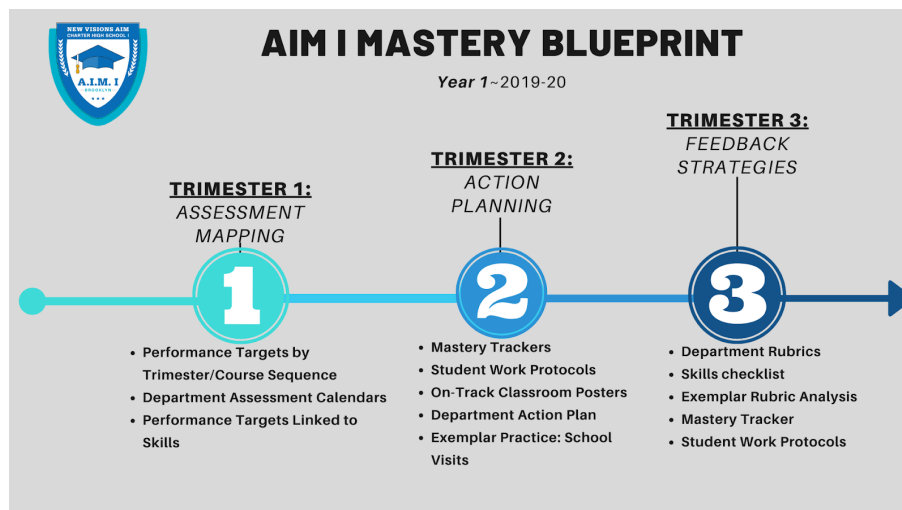
The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams, or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2014 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving a score at or above Performance Level 3, or score at least 55 using the safety net option for eligible students among the students who sat for the exam.

RESULTS AND EVALUATION

Sixty-five percent of students in AIM I's 2014 cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on a Regents mathematics exam. AIM I met and exceeded this measure by 15 percentage points. In addition, it should be noted that seven students, who had previously sat for the exam and were scheduled to resit for this exam in June or August, earned Regents waivers. Therefore, 81% of students in cohort 2014 met the math Regents requirement for graduation.

During trimesters 1 and 2 of last school year, AIM I teachers received professional development on developing performance targets aligned to the AIM I Mastery Model & Blueprint.



This PD was developed to align all AIM I teaching and instruction to the AIM I three year Mastery Model implementation plan. Each trimester there was a different, yet connected focus, including: assessment mapping, action planning, and feedback strategies, to support teachers with effective implementation of the Mastery Model. During the first year of implementation, AIM I normed around the following terms to support math teachers towards proficiency:

Mastery Key Terms:

- **Mastery:** a level of performance that students must demonstrate evidence of learning before moving forward.
- **Baseline Assessment:** an initial assessment that is given to students at the beginning of a course to determine data about the students' prior knowledge of the upcoming content. Furthermore, this baseline should truly be what is expected of the students to do at the end of the course (the summative assessment/final exam).
- **Performance Target (PT):** the learning target that teachers will assess to determine mastery.
- **Mastery CFUs:** Formative assessments are a range of formal and informal assessment procedures conducted during the learning process in order to modify teaching and learning activities to improve student mastery, these are done daily, frequently throughout a lesson, and at least 2 times in every lesson.
- **Refining Understanding (RU):** the process of providing enrichment and extension lessons to students based on their level of mastery of the performance indicator. At the end of this process corrective assessing should be given.
- **Corrective Assessing:** After giving an enrichment lesson, students should be re-assessed to determine the new level of mastery.
- **Enrichment Lessons:** Enrichment lessons are given to students who have not shown mastery after the initial assessment of the Performance indicator - it is a re-teaching of the content using an alternative instructional mode, strategy and/or additional practice.
- **Extension Lessons:** Extension lessons are given to students who have shown mastery - this allows these students to dive deeper into the PI, bridging learning, and/or to a higher level of understanding.
- **Summative Assessments: Mastery Assessments:** these are formal culminating assessments to ascertain mastery of the corresponding Performance Target. These are given at the end of each performance target.
- **Foundational Skills:** prior knowledge skills that are needed in order to support the learning needed to attain the expected level of performance for a unit. This should take place during the introduction of a PI.
- **Checking Your Understanding (CYU) Day:** the day prior to a summative assessment where students spend time self-assessing their understanding of the performance indicators, usually via a study guide that provides key facts, examples and modes of practice.

Math teachers led the content curriculum and lesson design, by first determining the objectives for the performance targets of the course. Math teachers differentiated lessons based on assessment data for all students. The SPED Math teachers differentiated for students with an IEP, and developed groupings based on data analysis and that included non-IEP students based on the GenEd teachers recommendation.

In addition, math Regents preparation supports provided to all students contributed to cohort 2014's achievement. Regents preparation activities included:

- Strategic Data Process
 - A Classwork Data tool was developed for the math team to utilize in planning. The tool provided real time data with regards to scaled score, previous math Regents exam scores and current grades for math students. This invaluable tool allowed the math team to be strategic in planning supports for groups and individual students.
- Embedded Classroom Supports
 - All classes embedded test preparation strategies within the curriculum, as well as scaffolded practice Regents questions and questions from previous Regents exams.
 - Students who were scheduled for a Regents exam were administered a mock Regents. Based on the data from the mock Regents, departments identified core skills which needed significant attention in order to improve student achievement.
- After School Tutoring
 - Intensive tutoring for 2 hours/2x a week
 - Teacher led tutoring was offered 2-3 times per week, as well as Saturday Regents preparation
- Assessments Days Regents Focus
 - On Assessment Days prior to the January Regents, students were given the opportunity to take full length Regents exams. Furthermore, teachers conducted "Rock the Regents" sessions, where students were given tangible and intangible testing strategies and tools to be able to be successful in taking the Regents exam within their Regents culminating course.

Additionally, AIM I ensured required IEP supports and interventions for students were provided.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort⁶

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	13	77%
2013	2018-19	29	0	23	79%
2014	2019-20	43	0	28	65%

⁶ Based on the highest score for each student on a mathematics Regents exam

ADDITIONAL EVIDENCE

Based on the AIM I Mastery Model, the math department, focused specifically on students within this cohort, to support them towards mastery in the Math course, and the Math Regents exam. The Mastery Model incorporates a process where students must master specific core content, which is measured through Mastery Assessments. If a student is able to master the content, determined by scoring 80% or higher on a mastery assessment, they receive an extension lesson, which deepens their understanding of the core content. However, if a student is unable to master the content (receives less than 80%), then the math teacher gives the student an enrichment lesson, where the student is re-taught using a different teaching strategy. The student is then re-assessed and must meet 80% mastery. The cycle is repeated until the student achieves mastery and can move to the next math unit.

AIM I continues to improve in this area due to intentional professional development and coaching that support instructors with scaffolding and modifying New Visions curriculum, course content, and differentiating student needs. AIM I will continue to modify the curriculum and use assessment data to make data driven decisions for school improvement.

As indicated in the table below, 41% of students in the 2015 cohort (with valid scores) have passed a Regents mathematics exam prior to entering their sixth year. Further, an additional 22 students earned Regents exemption waivers. Therefore, 84% of students in cohort 2015 have met the math Regents requirement for graduation prior to the start of their sixth year. In addition, 83% of cohort 2016 and 65% of cohort 2017 have passed or earned a Regents waiver for a math Regents required for graduation.

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁷
2014	54	39%	51	59%	43	65%
2015	43	28%	50	42%	50	41%
2016	26	12%	38	39%	60	40%
2017	18	0%	28	14%	40	24%
2018			22	5%	33	19%
2019					26	13%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2014	43	7	28	81%
2015	50	22	20	84%
2016	60	27	23	83%
2017	40	17	9	65%
2018	33	12	6	55%
2019	26	6	3	35%

⁷ Percent passing among students with valid score

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the school’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Growth Measure

Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.⁸

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students to improve their scaled score from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their scaled score using STAR Math.

RESULTS AND EVALUATION

Due to school closure this past spring AIM I was unable to administer the STAR math assessment a second time and therefore cannot report out data for this measure.

Percent of Students with Increased Scaled Score from Fall to Spring

School Year	Number of Students Enrolled During Fall and Spring Testing Window	Number of Students Tested in Fall and Spring	Percent of Students with Increased Scaled Scores
2017-18	N/A	N/A	N/A
2018-19	152	76	51%
2019-20	N/A	N/A	N/A

⁸ Student Growth Percentiles (SGP) use quantile regression to provide a measure of how much a student changed from one STAR testing window to the next relative to other students with similar starting scores. SGPs range from 1–99; lower numbers indicate lower relative growth and higher numbers indicate higher relative growth.

ADDITIONAL EVIDENCE

The unprecedented quick shift to remote learning resulted in a number of barriers to administering the STAR Math assessment in a way that would make us confident that each student would have access to the online exam and that the data would be accurate and usable. Due to these concerns along with the concern for students' health and safety we decided not to administer the STAR Math assessment in spring 2020.

STAR Math is not optimized for cell phones and works best on a laptop or desktop computer. However, during the spring we were not positioned to move to a 1-1 device program for students to ensure they each had a laptop or chromebook. Many students only had access to their cell phone or had to share a computer with other family members. We placed orders for additional devices in April 2020 but due to the nation wide delay, many of the devices did not arrive until mid-june and we are still waiting for shipments.

In addition to the challenges of transitioning to remote learning, the students we serve live in some of the hardest hit areas of the city. Many of our students were sick themselves and or were in a household with someone who was sick and needed to support their family. Learning to work remotely and care for family at the same time was overwhelming.

Despite these challenges AIM I staff continued to strategically collaborate to support students numeracy needs by:

- providing extra practice on foundational skills ;
- utilizing researched best practices in math strategies
- one-on-one tutoring
- giving students opportunities to revise Mastery Assessments multiple times

Student progress in the core content classes was assessed through looking at student work and providing feedback and opportunities for revision.

Goal 4: Growth Measure

Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.⁹

METHOD

The school demonstrates the effectiveness of its mathematics intervention program by enabling students who were programmed for mathematics intervention to meet or exceed their norm-referenced growth goal.

RESULTS AND EVALUATION

Due to school closure this past spring AIM I was unable to administer the STAR Math assessment a second time and therefore cannot report out data for this measure as intended.

⁹ Student Growth Percentiles (SGP) use quantile regression to provide a measure of how much a student changed from one STAR testing window to the next relative to other students with similar starting scores. SGPs range from 1–99; lower numbers indicate lower relative growth and higher numbers indicate higher relative growth.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students Programmed for Mathematics Intervention Who Met or Exceeded their Norm-Referenced Growth Goal from Fall to Spring

School Year	Number of Students Programed for Mathematics Intervention	Number of Students Programed for Mathematics Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Growth Goal
2017-18	N/A	N/A	N/A
2018-19	111	70	30%
2019-20	N/A	N/A	N/A

ADDITIONAL EVIDENCE

AIM I implemented 90-minute classes as a numeracy intervention to support students in developing foundational algebraic skills that were needed to build students mathematical understanding and fluency through targeted, individual intervention based on students' current level of understanding and performance. In this course math educators mapped performance targets based on the key core content that students needed to master to become successful in the Regents culminating course and Algebra Regents exam.

The math department engaged in a comprehensive data analysis process, entitled, Mastering the Regents, of the Mock Regents and course Mastery Assessments, that involved the following steps:

- **Item Analysis Map**

<input type="radio"/>	Performance Target <i>(type or link)</i>	Question from the Regents/Mastery Assessment <i>(type or link)</i>	What skills, topics, strategies did students need to know to answer the questions correctly?	Distractors <i>(Possible answers that can distract)</i>	Students with the Correct Answers <i>(type or link)</i>	Students Needing Re-Teaching <i>(type or link)</i>
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- **Teacher Reflection Map**

<input type="radio"/>	Questions that were not Mastered at 80%+ <i>(type or link)</i>	What misunderstandings are revealed in the data?	Why do you think students failed to reach mastery?	What will you do to help students achieve mastery?
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- **Student Analysis Map**

<input type="radio"/>	Student Name <i>(add/delete as necessary)</i>	Exam	Total # of Questions Correct	Major Areas of Weakness/Distractors	Reteach/Extend Learning	Small Group(SG)/Tutoring (T)	By When? (Date)
		<input type="checkbox"/> Regents <input type="checkbox"/> Mastery Assessment <input type="checkbox"/> Baseline Assessment <input type="checkbox"/> Midterm <input type="checkbox"/> Final Exam			<input type="checkbox"/> Reteach <input type="checkbox"/> Extend	<input type="checkbox"/> SG <input type="checkbox"/> T	

- **Instructional Review Map**

Trimester 2- 3 Week Instructional Plan for Mastery Assessments 4-5 & Final Exams

WEEK 1 – Week of February 24th Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data)	WEEK 2 – Week of March 2nd Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data)	WEEK 3 – Week of March 9 th (Final Exams) Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data)
	New Performance Targets (list objectives/standards to teach based on the content of the upcoming assessment)	New Performance Targets (list objectives/standards to teach based on the content of the upcoming assessment)

○

AIM I focus and alignment to the AIM I Mastery Model, the AIM Blended Model & Remote Learning Framework, and the AIM I Virtual Learning model will support progress in the upcoming year to improve in this area.

Goal 4: Growth Measure

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year's high school Accountability Cohort who scored at Performance Level 3, or scored at least 55 using the safety net option for eligible students, on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams, or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort in comparison to the previous year's Accountability Cohort.

RESULTS AND EVALUATION

AIM I's 2014 cohort's math passage rate (based only on valid scores) of 65% falls short of cohort 2013's math passage rate of 79%, therefore not meeting this measure. It should be noted that seven students, who had previously sat for the exam and were scheduled to resit for this exam in June or August, earned Regents waivers. Therefore 81% of students in cohort 2014 have met the math Regents requirement for graduation.

The decrease from last year can partially be attributed to cohort 2014 students being unable to resit for the exam during June or August due to the cancellation of Regents exams administration.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

AIM I continues to provide mathematics Regents preparation supports for all students, embedding regents preparation into course curriculum, offering mock Regents and Regents preparation activities, that included:

- Regents planning;
- mock Regents data analysis and action planning;
- embedded classroom supports; and
- intensive tutoring supports.

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort

School Year 2017-18		School Year 2018-19		School Year 2019-20	
Cohort 2012		Cohort 2013		Cohort 2014	
Number in Cohort	Math Passage	Number in Cohort	Math Passage	Number in Cohort	Math Passage
17	77%	29	79%	43	65%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2019-20, AIM I achieved one of the six measures in the high school mathematics goal. Four measures were not applicable for school year 2019-20.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at Performance Level 3, or score at least 55 using the safety net option for eligible students, on the Regents mathematics exam by the completion of their sixth year in the cohort.	Achieved
Absolute	Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Measure of Interim Progress ("MIP") set forth in the school's ESSA accountability system.	N/A
Comparative	Each year, the Performance Index ("PI") in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.	N/A
Growth	Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.	N/A
Growth	Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.	N/A
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year's high school accountability cohort who scored at Performance Level 3, or scored at least 55 using the safety net option for eligible students, on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	Not Achieved

ACTION PLAN

In the 2020-21 school year, AIM I will continue to focus on achieving and exceeding all measures in the Mathematics goal. Additionally, due to the vast academic needs and gaps of our students, the instructional priority will focus on using assessment data to drive instruction, use of school-wide and department rubrics incorporating feedback and conferencing to further enhance the Mastery Model. Time in department meetings and common-planning time will be devoted to further developing this work.

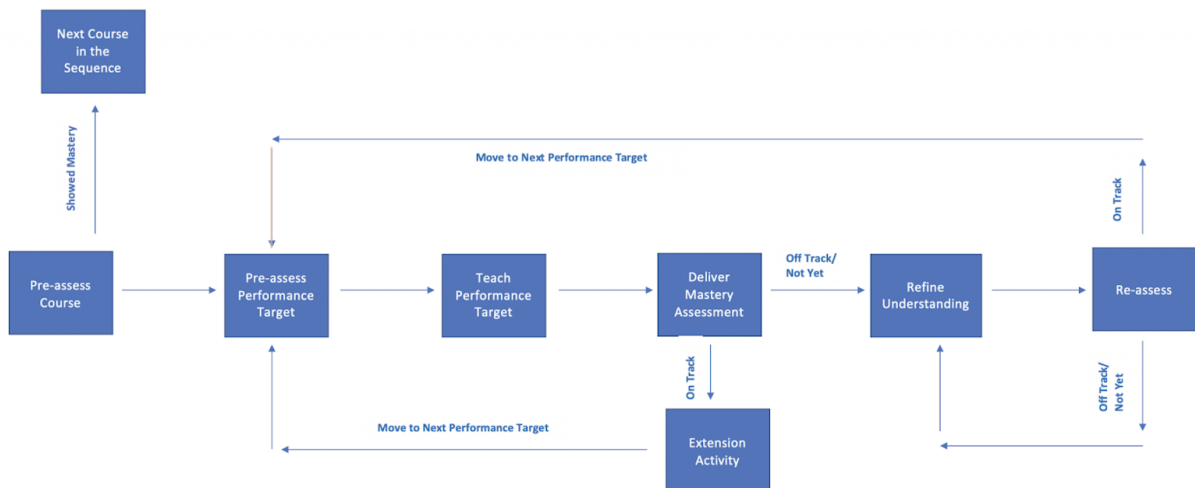
AIM I will utilize hybrid learning for the school year 2020-2021. Instruction will be delivered mostly remotely with in-person targeted small group interventions that will accommodate 25% student and staff capacity. The plan to facilitate targeted intervention support of up to 25% of students identified through a needs analysis and opt-in will include in-person support at the school level through a scheduled block for families and students. During this scheduled time students and parents will receive targeted intervention to support social-emotional and learning needs, while fulfilling the requirements of the social distancing model. Appointments will be scheduled for students and families.

Math teachers will prepare, deliver and grade instruction based on the AIM I Blended Mastery Teaching, Learning & Grading Framework. In this Framework, the math department utilizes New Visions curriculum to determine 4-5 Performance Targets that students should master for each course. To ensure that students are able to master content, units will be developed using a project based design driven by a problem, inquiry or layered curriculum. Students must show mastery of content before moving from one unit to the next via mastery assessments. These mastery assessments will be graded using school-wide and math department specific rubrics. Math teachers will provide written feedback to students using a 3-2-1 protocol, which will give students specific and actionable next steps towards mastery of the performance target. To further drive student success, AIM I math teachers will also incorporate conferencing as an instructional tool. If students have not mastered a performance target, they are taken through a process of refining understanding of the target and are then reassessed. This process continues until the student has achieved mastery. Once the student has achieved mastery, the student moves to the next performance target.

Key Components of Framework:

- Math Teachers Teach in an ICT model
- Courses are housed in Google Classroom with Google Slide lessons and teacher videos
- Math teacher pre-assess students at beginning of course and the beginning of units (Performance Targets)
- Math teachers teach 4-5 Performance Target using one of three Approaches to Teaching Content of Performance Target through Project Based Learning
 - Problem Focus
 - Inquiry Focus
 - Teacher Directed
 - Student Driven
 - Layered Curriculum
- Content is differentiated utilizing tiered/small group/stations
- Students are formatively assessed via multiple check for understanding

- Students are summatively assessed via Mastery Assessments at the end of each Performance Target
- Formatives and summatives are graded utilizing department and school-wide rubrics
- Students are provided feedback using a standard protocol
- Students must attain Mastery, therefore there is an inbuilt process for Refining Understanding
- Math teachers conference with students frequently



With respect to remote learning, the math department will provide synchronous instruction weekly. All courses will be housed in a Google Classroom. Math teachers will deliver instructional materials via embedded teaching videos in Google Slides, Google Classroom will also be used for delivery and collection of classroom assignments, as per the AIM I Blended Mastery Teaching, Learning & Grading Framework. All students will work asynchronously to complete work remotely with the accommodation of a 1½ hour Zoom check-in session, where students can get one-on-one assistance, small group instruction and/or tutoring. Incorporated in these Zoom sessions will be break out rooms, so that co-teachers can further facilitate learning for IEP and ELL students. Furthermore, Zoom office hours will be offered 2-3 days a week at the end of the school day to accommodate students needing extra supports. Students who continue to have and or encounter technology issues will be mailed hard copy paper packets that incorporate review and practice. These students will be able to call teachers during the above mentioned Zoom sessions to get the support they need to complete packet work.

Math teachers will meet as a department under the guidance of a weekly rotating schedule. This schedule will promote math teacher collaboration and best practices in co-planning, looking at student work and reviewing data. Also included in this rotating schedule is time for grading, outreach and PD, which includes coaching, varying formal PD sessions and open teacher discussions regarding teaching during a pandemic. These practices allow math teachers to continue in the same routines that were present prior to working remotely.

Math teachers will receive support from the AIM I Instructional Leadership Team (ILT), consisting of the principal, assistant principal and assistant director of special education. Each team member will

have one or two departments that the ILT member will be responsible for facilitating, supporting and coaching. The two department leads, humanities lead and STEM lead, will be responsible for daily facilitation of department common planning meetings. In addition, our new teachers will be assigned mentors from the teaching staff as an additional support.

AIM I will continue to improve in ensuring all active students take the Star Math diagnostic assessment during the first trimester to provide teachers, administrators, and students with a math grade proficiency level. AIM I will utilize accountability coaches, previously discussed, to meet on zoom with their accountability caseload of students to complete the Star Math assessments. This will be conducted the first week of instruction with the entire school focused in the afternoon towards ensuring that all students have been assessed. The math grade proficiency levels obtained from Star Math will continue to be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine the student's primary math support needs.

AIM I will continue to work with New Visions Instructional Specialists to provide remote coaching related to modifying and adapting curriculum for teaching remotely. In-house coaching provided by Instructional Leadership Team members will focus this coming year around developing teacher virtual pedagogy and learning around virtual engagement.

GOAL 5: SCIENCE

HIGH SCHOOL SCIENCE

GOAL 5: Science

Students will meet state standards for mastery of skills and content knowledge in science.

BACKGROUND

AIM I uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions Science curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

AIM I administered mock Regents for practice and preparatory experiences to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helps to decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next rendition.

Additionally, during the school year 2019-20, AIM I worked with two New Visions Instructional Specialists who provided onsite and remote coaching. Coaching included working with assistant principals and teacher teams to modify the Science curriculum based on student performance and assessments and supporting teachers in planning and further developing consistent learning routines across all classrooms. Furthermore, instructional specialists supported school instructional leaders in coaching and supporting teachers in meaningfully adjusting instruction.

Formative and summative assessments are administered throughout each trimester with the added resource of professional development geared towards analyzing data to inform instruction. AIM I staff also attends ongoing instructional PD hosted by New Visions throughout the year.

Goal 5: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam, or score at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.

METHOD

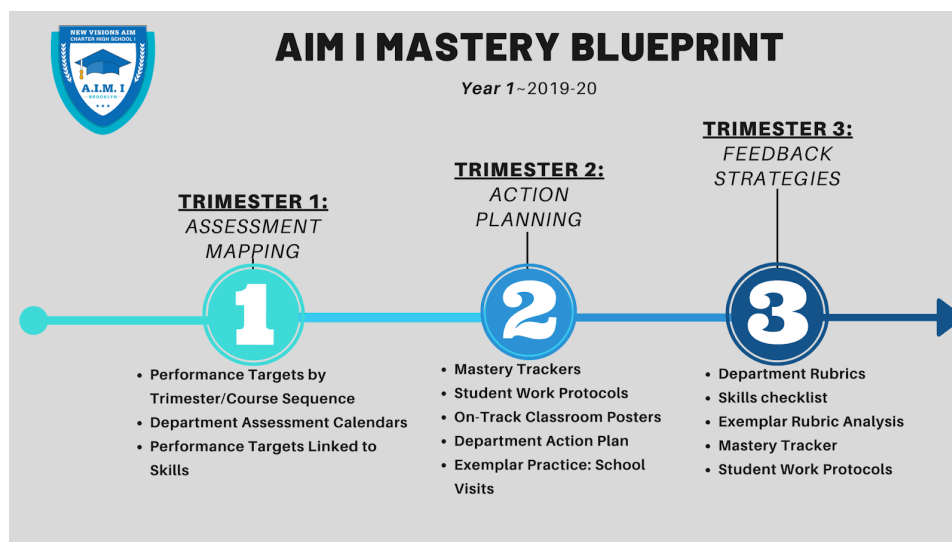
New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment and Earth Science. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass, or 55 for safety net eligible students. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their sixth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their sixth year to pass a science exam.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2014 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Sixty-nine percent of students in AIM I's 2014 cohort scored at least 65 on a Regents science exam or scored at least 55 using the safety net option for eligible students. AIM I met and exceeded this measure by 19 percentage points. In addition, it should be noted that seven students, who had previously sat for the exam and were scheduled to resit for this exam in June or August, earned Regents waivers. Therefore 84% of students in cohort 2014 have met the science Regents requirement for graduation.

During trimesters 1 and 2 of last school year, AIM I teachers received professional development on developing performance targets aligned to the AIM I Mastery Model & Blueprint.



This PD was developed to align all AIM I teaching and instruction to the AIM I three year Mastery Model implementation plan. Each trimester there was a different, yet connected focus, including: assessment mapping, action planning, and feedback strategies, to support teachers with effective implementation of the Mastery Model. During the first year of implementation, AIM I normed around the following terms to support science teachers towards proficiency:

Mastery Key Terms:

- **Mastery:** a level of performance that students must demonstrate evidence of learning before moving forward.
- **Baseline Assessment:** an initial assessment that is given to students at the beginning of a course to determine data about the students' prior knowledge of the upcoming content. Furthermore, this baseline should truly be what is expected of the students to do at the end of the course (the summative assessment/final exam).
- **Performance Target (PT):** the learning target that teachers will assess to determine mastery.
- **Mastery CFUs:** Formative assessments are a range of formal and informal assessment procedures conducted during the learning process in order to modify teaching and learning activities to improve student mastery, these are done daily, frequently throughout a lesson, and at least 2 times in every lesson.
- **Refining Understanding (RU):** the process of providing enrichment and extension lessons to students based on their level of mastery of the performance indicator. At the end of this process corrective assessing should be given.
- **Corrective Assessing:** After giving an enrichment lesson, students should be re-assessed to determine the new level of mastery.
- **Enrichment Lessons:** Enrichment lessons are given to students who have not shown mastery after the initial assessment of the Performance indicator - it is a re-teaching of the content using an alternative instructional mode, strategy and/or additional practice.
- **Extension Lessons:** Extension lessons are given to students who have shown mastery - this allows these students to dive deeper into the PI, bridging learning, and/or to a higher level of understanding.
- **Summative Assessments: Mastery Assessments:** these are formal culminating assessments to ascertain mastery of the corresponding Performance Target. These are given at the end of each performance target.
- **Foundational Skills:** prior knowledge skills that are needed in order to support the learning needed to attain the expected level of performance for a unit. This should take place during the introduction of a PI.

- Checking Your Understanding (CYU) Day: the day prior to a summative assessment where students spend time self-assessing their understanding of the performance indicators, usually via a study guide that provides key facts, examples and modes of practice.

Science teachers led the content curriculum and lesson design, by first determining the objectives for the performance targets of the course. Science teachers differentiated lessons based on assessment data for all students. The SPED science teachers differentiated for students with IEPs, and developed groupings based on data analysis and that included non-IEP students based on the GenEd teachers recommendation.

In addition, science Regents preparation supports provided to all students contributed to cohort 2014's achievement. Regents preparation activities included:

- Strategic Data Process
 - A classwork data tool was developed for the science team to utilize in planning. The tool provided real time data including Lexile levels, previous science Regents exam scores and current grades. This invaluable tool allowed the science team to be strategic in planning supports for groups and individual students.
- Embedded Classroom Supports
 - All classes embedded test preparation strategies within the curriculum, as well as scaffolded practice Regents questions and questions from previous Regents exams.
 - Students who were scheduled for a Regents exam were administered a mock Regents. Based on the data from the mock Regents, departments identified core skills which needed significant attention in order to improve student achievement.
- After School Tutoring
 - Intensive tutoring for 2 hours/2x a week
 - Teacher led tutoring was offered 2-3 times per week, as well as Saturday Regents preparation
- Assessments Days Regents Focus
 - On Assessment Days prior to the January Regents, students were given the opportunity to take full length Regents exams. Furthermore, teachers conducted "Rock the Regents" sessions, where students were given tangible and intangible testing strategies and tools to be able to be successful in taking the Regents exam within their Regents culminating course.

Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series Reading assessment and through the AIM I intake process.
- The ADSPED supporting general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.
- Developing a literacy plan to support struggling readers using the tools Read 180 and System 44 through a literacy intervention course.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students by Sixth Year Accountability Cohort¹⁰

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	9	53%
2013	2018-19	29	0	22	76%
2014	2019-20	43	1	29	69%

ADDITIONAL EVIDENCE

As indicated in the table below, 47% of students in the 2015 cohort (with valid scores) have passed a Regents science exam prior to entering their sixth year. Further, an additional 25 students earned Regents exemption waivers. Therefore, 92% of students in cohort 2015 have met the science Regents requirement for graduation prior to the start of their sixth year. In addition, over 50% of students in cohorts 2016, 2017, 2018, and 2019 have passed or earned a Regents waiver for a science Regents required for graduation.

Science Regents Passing Rate with a score of 65 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹¹
2014	54	46%	51	61%	43	69%
2015	43	14%	50	36%	50	47%
2016	26	8%	38	18%	60	31%
2017	18	11%	28	18%	40	21%
2018			22	5%	33	10%
2019					26	0%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2014	43	7	29	84%
2015	50	25	21	92%
2016	60	35	17	87%
2017	40	26	7	83%
2018	33	19	2	64%
2019	26	14	0	54%

¹⁰ Based on the highest score for each student on any science Regents exam

¹¹ Percent passing among students with valid score

Goal 5: Comparative Measure

Each year, the percent of students in the fourth year high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the students in the high school Total Cohort from comparable transfer high schools.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

The science department engaged in a comprehensive data analysis process, entitled, Mastering the Regents, of the Mock Regents and course Mastery Assessments, that involved the following steps:

- **Item Analysis Map**

Performance Target (type or link)	Question from the Regents/Mastery Assessment (type or link)	What skills, topics, strategies did students need to know to answer the questions correctly?	Distractors (Possible answers that can distract)	Students with the Correct Answers (type or link)	Students Needing Re-Teaching (type or link)
<input type="radio"/>					

- **Teacher Reflection Map**

Questions that were not Mastered at 80%+ (type or link)	What misunderstandings are revealed in the data?	Why do you think students failed to reach mastery?	What will you do to help students achieve mastery?
<input type="radio"/>			

- **Student Analysis Map**

Student Name (add/delete as necessary)	Exam	Total # of Questions Correct	Major Areas of Weakness/Distractors	Reteach/Extend Learning	Small Group(SG)/Tutoring (T)	By When? (Date)
<input type="radio"/>	<input type="checkbox"/> Regents <input type="checkbox"/> Mastery Assessment <input type="checkbox"/> Baseline Assessment <input type="checkbox"/> Midterm <input type="checkbox"/> Final Exam			<input type="checkbox"/> Reteach <input type="checkbox"/> Extend	<input type="checkbox"/> SG <input type="checkbox"/> T	

- **Instructional Review Map**

Trimester 2- 3 Week Instructional Plan for Mastery Assessments 4-5 & Final Exams

WEEK 1 – Week of February 24th	WEEK 2 – Week of March 2nd	WEEK 3 – Week of March 9th (Final Exams)
Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data)	Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data)	Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data)
	New Performance Targets (list objectives/standards to teach based on the content of the upcoming assessment)	New Performance Targets (list objectives/standards to teach based on the content of the upcoming assessment)

AIM I focus and alignment to the AIM I Mastery Model, the AIM Blended Model & Remote Learning Framework, and the AIM I Virtual Learning model will support progress in the upcoming year to improve in this area.

GOAL 6: SOCIAL STUDIES

HIGH SCHOOL SOCIAL STUDIES

Goal 6: Social Studies

Students will meet state standards for mastery of skills and content knowledge in social studies.

BACKGROUND

AIM I uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions Social Studies (SS) curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

The curriculum integrates rich primary and secondary texts, maps, images, videos, and other online sources into materials that meet the New York State K-12 Social Studies Framework's objectives and provides students an opportunity to improve literacy skills by focusing on thinking critically while reading, writing, and speaking like historians.

AIM I administered mock Regents for practice and preparatory experiences to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helps to decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next rendition.

Additionally, during the school year 2019-20, AIM I worked with two New Visions Instructional Specialists who provided onsite and remote coaching. Coaching included working with assistant principals and teacher teams to modify the SS curriculum based on student performance and assessments and supporting teachers in planning and further developing consistent learning routines across all classrooms. Furthermore, instructional specialists supported school instructional leaders in coaching and supporting teachers in meaningfully adjusting instruction.

Formative and summative assessments are administered throughout each trimester with the added resource of professional development geared towards analyzing data to inform instruction. AIM I staff also attends ongoing instructional PD hosted by New Visions throughout the year.

Goal 6: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents social studies exam, or at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.

METHOD

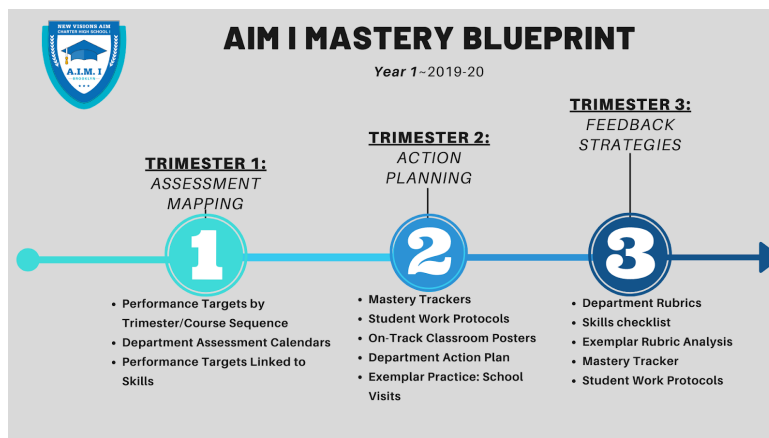
New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass one of these Regents exams with a score of at least 65 or 55 for safety net eligible students. This measure requires students in each Accountability Cohort to pass one exam by the completion of their sixth year in the cohort. Students may have taken the exams multiple times and have until the summer of their sixth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2014 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Fifty-seven percent of students in AIM I's 2014 cohort scored at least 65 on a Regents social studies exam or scored at least 55 using the safety net option for eligible students. AIM I met this measure and exceeded it by seven percentage points. Though we met the 50% benchmark, we did see a decrease from the previous cohort. However, it should be noted that seven students, who had previously sat for a social studies exam and were scheduled to resit for the exam in June or August, earned Regents waivers. Therefore 72% of students in cohort 2014 met the social studies Regents requirement for graduation.

During trimesters 1 and 2 of last school year, AIM I teachers received professional development on developing performance targets aligned to the AIM I Mastery Model & Blueprint.



This PD was developed to align all AIM I teaching and instruction to the AIM I three year Mastery Model implementation plan. Each trimester there was a different, yet connected focus, including: assessment mapping, action planning, and feedback strategies, to support teachers with effective implementation of the Mastery Model. During the first year of implementation, AIM I normed around the following terms to support social studies teachers towards proficiency:

Mastery Key Terms:

- **Mastery:** a level of performance that students must demonstrate evidence of learning before moving forward.
- **Baseline Assessment:** an initial assessment that is given to students at the beginning of a course to determine data about the students' prior knowledge of the upcoming content. Furthermore, this baseline should truly be what is expected of the students to do at the end of the course (the summative assessment/final exam).
- **Performance Target (PT):** the learning target that teachers will assess to determine mastery.
- **Mastery CFUs:** Formative assessments are a range of formal and informal assessment procedures conducted during the learning process in order to modify teaching and learning activities to improve student mastery, these are done daily, frequently throughout a lesson, and at least 2 times in every lesson.
- **Refining Understanding (RU):** the process of providing enrichment and extension lessons to students based on their level of mastery of the performance indicator. At the end of this process corrective assessing should be given.
- **Corrective Assessing:** After giving an enrichment lesson, students should be re-assessed to determine the new level of mastery.
- **Enrichment Lessons:** Enrichment lessons are given to students who have not shown mastery after the initial assessment of the Performance indicator - it is a re-teaching of the content using an alternative instructional mode, strategy and/or additional practice.

- **Extension Lessons:** Extension lessons are given to students who have shown mastery - this allows these students to dive deeper into the PI, bridging learning, and/or to a higher level of understanding.
- **Summative Assessments: Mastery Assessments:** these are formal culminating assessments to ascertain mastery of the corresponding Performance Target. These are given at the end of each performance target.
- **Foundational Skills:** prior knowledge skills that are needed in order to support the learning needed to attain the expected level of performance for a unit. This should take place during the introduction of a PI.
- **Checking Your Understanding (CYU) Day:** the day prior to a summative assessment where students spend time self-assessing their understanding of the performance indicators, usually via a study guide that provides key facts, examples and modes of practice.

Social studies teachers led the content curriculum and lesson design, by first determining the objectives for the performance targets of the course. Social studies teachers differentiated lessons based on assessment data for all students. The SPED social studies teachers differentiated for students with IEPs, and developed groupings based on data analysis and that included non-IEP students based on the GenEd teachers recommendation.

In addition, social studies Regents preparation supports provided to all students contributed to cohort 2014's achievement. Regents preparation activities included:

- **Strategic Data Process**
 - A classwork data tool was developed for the social studies team to utilize in planning. The tool provided real time data including Lexile levels, previous social studies Regents exam scores and current grades. This invaluable tool allowed the social studies team to be strategic in planning supports for groups and individual students.
- **Embedded Classroom Supports**
 - All classes embedded test preparation strategies within the curriculum, as well as scaffolded practice Regents questions and questions from previous Regents exams.
 - Students who were scheduled for a Regents exam were administered a mock Regents. Based on the data from the mock Regents, departments identified core skills which needed significant attention in order to improve student achievement.
- **After School Tutoring**
 - Intensive tutoring for 2 hours/2x a week
 - Teacher led tutoring was offered 2-3 times per week, as well as Saturday Regents preparation
- **Assessments Days Regents Focus**
 - On Assessment Days prior to the January Regents, students were given the opportunity to take full length Regents exams. Furthermore, teachers conducted "Rock the Regents" sessions, where students were given tangible and intangible testing strategies and tools to be able to be successful in taking the Regents exam within their Regents culminating course.

Additionally, AIM I ensured required IEP supports and interventions for students were provided, this

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

included:

- Identifying students as at-risk via the Performance Series Reading assessment and through the AIM I intake process.
- The ADSPED supporting general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.
- Developing a literacy plan to support struggling readers using the tools Read 180 and System 44 through a literacy intervention course.

Social Studies Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students By Sixth Year Accountability Cohort¹²

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	13	77%
2013	2018-19	29	0	19	66%
2014	2019-20	43	1	24	57%

ADDITIONAL EVIDENCE

As indicated in the table below, 68% of students in cohort 2015 and 78% of students in cohort 2016 passed or earned Regents waivers for a social studies Regents required for graduation.

Social Studies Regents Passing Rate with a score of 65 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹³
2014	54	37%	51	49%	43	57%
2015	43	9%	50	33%	50	30%
2016	26	8%	38	16%	60	23%
2017	18	0%	28	4%	40	15%
2018			22	0%	33	0%
2019					26	0%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2014	43	7	24	72%
2015	50	20	14	68%
2016	60	34	13	78%
2017	40	7	6	33%
2018	33	0	0	0%
2019	26	0	0	0%

¹² Based on the highest score for each student on a social studies Regents exam

¹³ Percent passing among students with valid score

Goal 6: Comparative Measure

Each year, the percent to students in the fourth year high school Total Cohort passing a Regents social studies exam with a score of 65 or above will exceed that of the students in the high school Total Cohort from comparable transfer schools.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

The social studies department engaged in a comprehensive data analysis process, entitled, Mastering the Regents, of the Mock Regents and course Mastery Assessments, that involved the following steps:

- Item Analysis Map

Performance Target (type or link)	Question from the Regents/Mastery Assessment (type or link)	What skills, topics, strategies did students need to know to answer the questions correctly?	Distractors (Possible answers that can distract)	Students with the Correct Answers (type or link)	Students Needing Re-Teaching (type or link)
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- Teacher Reflection Map

Questions that were not Mastered at 80%+ (type or link)	What misunderstandings are revealed in the data?	Why do you think students failed to reach mastery?	What will you do to help students achieve mastery?
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- Student Analysis Map

Student Name (add/delete as necessary)	Exam	Total # of Questions Correct	Major Areas of Weakness/Distractors	Reteach/Extend Learning	Small Group(SG)/Tutoring (T)	By When? (Date)
	<input type="checkbox"/> Regents <input type="checkbox"/> Mastery Assessment <input type="checkbox"/> Baseline Assessment <input type="checkbox"/> Midterm <input type="checkbox"/> Final Exam			<input type="checkbox"/> Reteach <input type="checkbox"/> Extend	<input type="checkbox"/> SG <input type="checkbox"/> T	

- Step 4: Instructional Review Map

Trimester 2- 3 Week Instructional Plan for Mastery Assessments 4-5 & Final Exams

WEEK 1 – Week of February 24th Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data)	WEEK 2 – Week of March 2nd Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data)	WEEK 3 – Week of March 9 th (Final Exams) Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data)
	New Performance Targets (list objectives/standards to teach based on the content of the upcoming assessment)	New Performance Targets (list objectives/standards to teach based on the content of the upcoming assessment)

AIM I focus and alignment to the AIM I Mastery Model, the AIM Blended Model & Remote Learning Framework, and the AIM I Virtual Learning model will support progress in the upcoming year to improve in this area.

GOAL 7: ESSA

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The school will remain in good standing.

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

AIM I's ESSA accountability status for 2019-20 was in Good Standing, therefore meeting this measure.

ADDITIONAL EVIDENCE

AIM I completed its third year of its current accountability period and has been in good standing all three years.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing*
2019-20	Good Standing

*Accountability status is based on a finding by the Commissioner of extenuating or extraordinary circumstances.