



AUGUST MARTIN HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (27/ Q/ 400 I.E., 01M000)

ADDRESS: 156-10 BAISLEY BOULEVARD, JAMAICA, NY 11426

TELEPHONE: 718-528-2920

FAX: 718-276-1846

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: Q400 **SCHOOL NAME:** August Martin High School

SCHOOL ADDRESS: 156-10 Baisley Boulevard, Jamaica, New York 11434

SCHOOL TELEPHONE: 718-528-2920 **FAX:** 718-276-1846

SCHOOL CONTACT PERSON: Anthony Cromer **EMAIL ADDRESS:** Acromer@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nikole Booker

PRINCIPAL: Anthony Cromer

UFT CHAPTER LEADER: Ricardo Davis

PARENTS' ASSOCIATION PRESIDENT: Jose Ferruzola

STUDENT REPRESENTATIVE: Romaane Edwards
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 27 **SSO NAME:** Knowledge Network

SSO NETWORK LEADER: Roz German

SUPERINTENDENT: Bonnie Laboy

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Anthony Cromer	*Principal or Designee	
Ricardo Davis	*UFT Chapter Chairperson or Designee	
Jose Ferruzola	*PA/PTA President or Designated Co-President	
Nadege Trenard	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Celeste Johnson	DC 37 Representative, if applicable	
Romaane Edwards Ronique Ellis	Student Representative <i>(optional for elementary and middle school;)</i>	
William E. Perry Jr.	CBO Representative, if applicable	
Mary P. Davis	Member/Community	
James Burgess	Member/Parent	
Carol Evans	Member/Parent	
Willie Feaster	Member/Parent	
Lynette McFarlane	Member/Parent	
Jabeen Khan	Member/Parent	
Nikole Booker	Member/Teacher	
Evanda Young	Member/Teacher	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Our Mission is to further develop, inform, and prepare productive citizens in our multicultural, democratic society.

Every student will select from one of the five Small Learning Communities (SLC). Each SLC provides the opportunity for students to experience a career track. Each of the 5 SLC's offer hands on experience with state of the art equipment and specially trained faculty. Our ultimate goal is for each student to strive for excellence both academically and in the world of work. Students will be encouraged to become life long learners.

Our **Aerospace and Technology Academy** has been designed to provide students with an introduction to careers in technology related to Aviation. Students begin their training in the academy on FAA approved simulators, preparing them to pass written examinations toward the Private Pilot, Basic, Advanced and Instrument Ground Instruction certificates. Students in our program accumulate flight hours and eventually fly airplanes alone weekly out of Farmingdale Airport.

The **Business and Law Academy** offers programs to students interested in pursuing careers in both fields. The Law program includes specialized courses with the Social Studies curriculum such as criminal, civil, constitutional, family law, and forensics. Students in this program are able to gain experiential learning by interning in law offices, the District Attorney's office or the police department. Students can participate in the debate team, mock trial or moot court competitions. Students will prepare for these competitions in our newly completed courtroom.

The award winning **Communications Arts Academy** enables students to gain hands-on-experience in all facets of television and film production. Students learn to manipulate cameras, operate editing machines and create scripts to produce original shows and short films. In the past, students' works were exhibited in the Annual Queens High Schools Media Festival held at the American Museum of the Moving Image. In June 2003, the academy was nationally acclaimed with an 'EMMY Award' by the National Television Student Awards, an auxiliary of the Academy of Television Arts and Sciences. Students intern with the HBO sponsored program called "The Lab", Harlem Live, *TISCH* School of the Arts program at New York University, and *Silvercup Studios*, home of local movie sets including "30 Roc", "Sex in the City" and "CSI". Construction will begin (Summer 2009) on our new state-of-the-art Communications Studio.

The **Culinary Arts Academy** offers a three-year hands-on Career Technology Education sequence with a specialized Regents diploma for all students. The program concludes with articulation to post high schools institutions such as the Connecticut Culinary Institute or LaGuardia Community College. The Culinary Program has been highlighted during the 2008-2009 school year in numerous media sources, including the Daily News, The Queens Chronicle, and NBC Nightly News for hosting one of the finest political breakfasts in Queens. The students learn their craft in a brand new, restaurant quality kitchen and Café.

The **Medical Technology Academy** entails intense courses in both mathematics and science with an emphasis on courses in anatomy, physiology and science research. Students will interact with participating hospitals and medical centers where they will experience various aspects of the medical field. Internships are arranged for students that will include direct supervision of students by various hospital department heads. We are currently in the planning stages for a new Medical Research Laboratory.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	August Martin High School			
District:	27	DBN #:	Q400	School BEDS Code #: 342700011400

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	N/A	N/A	N/A		83.7	81.8	81.3		
Kindergarten	N/A	N/A	N/A						
Grade 1	N/A	N/A	N/A	Student Stability: % of Enrollment					
Grade 2	N/A	N/A	N/A	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	N/A	N/A	N/A						
Grade 4	N/A	N/A	N/A						
Grade 5	N/A	N/A	N/A	Poverty Rate: % of Enrollment Eligibility for Free Lunch					
Grade 6	N/A	N/A	N/A	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	N/A	N/A	N/A		75.7	75.8	66.7		
Grade 8	N/A	N/A	N/A						
Grade 9	461	385	396	Students in Temporary Housing: Total Number					
Grade 10	551	392	373	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	251	243	218		11	17	20		
Grade 12	177	275	182						
Ungraded	N/A	N/A	N/A	Recent Immigrants: Total Number					
Secondary Special Ed,	120	106	84	(As of October 31)	2006-07	2007-08	2008-09		
Total	1506	1401	1253		14	15	18		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	120	106	84						
No. in Collaborative Team Teaching (CTT) Classes	29	42	41	Principal Suspensions	38	9	199		
Number all others				Superintendent Suspensions	29	50	62		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
2006-07	2007-08	2008-09		CTE Program Participants	400	400	987
# in Trans. Bilingual Classes		None	None	Early College HS Participants			
# in Dual Lang. Programs		None	None				
# receiving ESL services only		49	57	Number of Staff: Includes all full-time staff			
# ELLs with IEPs		05	04	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	85	82	81
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	8	8	8
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	6	6	6
	158	135	126				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school		97.4%	97.3
American Indian or Alaska Native	.2	.3	.9	Percent more than two years teaching in this school		94.7%	97.3
Black or African American	75.3	79.2	80.2	Percent more than five years teaching anywhere		92.1%	96
Hispanic or Latino	14.2	11.5	11.4				
Asian or Native Hawaiian/Other Pacific Isl.	5.7	5.9	5.2	Percent Masters Degree or higher		94.7%	97.3
White	1.1	1.6	1.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		96.5%	96.7
Multi-racial	3.5	1.5	1.0				
Male	56.3	56.5	58.5				
Female	43.7	43.5	41.5				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input checked="" type="checkbox"/> Restructured – Year 2-Focused	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	SRAP – Year 5
	Math:		Math:	Good Standing
	Science:		Grad. Rate:	Good Standing

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				√	x	√
Ethnicity						
American Indian or Alaska Native				--	--	
Black or African American				√	x	
Hispanic or Latino				x	x	
Asian or Native Hawaiian/Other Pacific Islander				--	--	
White				--	--	
Multiracial				--	--	
Other Groups						
Students with Disabilities				√	x	
Limited English Proficient						
Economically Disadvantaged				√	x	
Student groups making AYP in each subject				4 of 5	0 of 5	1 of 1

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	N/A
Overall Score	44.5	Quality Statement Scores:	N/A
Category Scores:		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	7.8	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 30% of the Overall Score)	8.6	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 55% of the Overall Score)	25.1	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	N/A
Note: Progress Report grades are not yet available for District 75 schools.			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

WE HAVE COMPILED MANY DATA SOURCES TO CREATE AN EFFECTIVE NEEDS ASSESSMENT FOR OUR SCHOOL. OUR SCHOOL PROGRESS REPORT INDICATES OUR BIGGEST NEED TO IMPROVE IS IN OUR FOUR AND SIX-YEAR GRADUATION RATES AS MEASURED IN OUR STUDENT PERFORMANCE METRIC. ADDITIONAL AREAS OF CONCERN IDENTIFIED FROM OUR 2007-2008 PROGRESS REPORT ARE:

- CREDIT ACCUMULATION
- ATTENDANCE
- PERCEPTION OF THE SCHOOL ENVIRONMENT AS REFLECTED IN THE LEARNING ENVIRONMENT SURVEYS

ON THE PERIODIC ASSESSMENTS, WE USE THE PERFORMANCE SERIES. THIS ASSESSMENT TOOL INDICATES A SCHOOL WIDE DEFICIT IN READING COMPREHENSION.

OVER 50% OF OUR INCOMING STUDENTS PERFORM AT A LEVEL 1 OR 2 IN MATHEMATICS AND ENGLISH. THIS PRESENTS ADMINISTRATION WITH MANY CHALLENGES IN PROGRAMMING AND PROVIDING INTERVENTION.

GREATEST ACCOMPLISHMENTS: OUR SLCs ARE BECOMING STRONGER. A PROFESSIONAL DEVELOPMENT SESSION WAS HELD AT OUR SCHOOL AND 19 OTHER HIGH SCHOOLS ATTENDED WHERE WE SHARED BEST PRACTICES INVOLVING OUR SLC PROGRAMS.

BARRIERS: OUR INCOMING 9TH GRADERS ARE STILL ENTERING OUR SCHOOL EACH YEAR WITH OVER 50% READING AND PERFORMING IN MATH AT LEVEL 1 OR 2.

Our incoming class of 9th graders appear to be performing better as the number of incoming students reading below grade level has decreased; for 08-09, the number was over 70%; for 09-10, and the number is below 60%.

We have determined that our focus has to be improving our graduation rate. The graduation rate for our 2009 graduates will disqualify us to use our safe harbor targets in Math and ELA for 2009-2010 as set by the State.

For the 2009-2010 school year, we will aggressively go after any students in the 2010 cohort who are off track as of June 30, 2009. Those students will be assigned summer school, NovaNET coursework

and a series of intervention meeting during the summer with the principal. In addition, we will target our Hispanic population for ELA work to ensure that we meet the state target in ELA.

Over the last couple of years, some of our greatest accomplishments have been in the area of credit accumulation and improvement of our SLCs.

Some of our biggest barriers for continuous improvement are:

- a. The budget being cut;
- b. Lack of available certified staff to teach specialty courses;
- c. 50% of our incoming students reading below grade level;
- d. Lack of parental support.

Evidence	<ul style="list-style-type: none"> • Teacher lesson plans/unit plans are planned with differentiated strategies which consider student with IEP's, gender based learning, students reading ability. • Teacher observations and walkthroughs reveal different learning styles.
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Goal Number 2	
Goal	To increase the number of content area teachers participating in Inquiry Teams in the school.
Measurable Objective	For 2009-2010, we want to expand the inquiry work by engaging 60% of content area teachers in inquiry work.
Action Plan	Launch PD using ARIS Connect as a place for Inquiry Communities. The schedule allots time for common planning teams to meet and to do case studies of students or to focus on a target group of students.
Evidence	<ul style="list-style-type: none"> • The common planning team will identify a targeted group of students for inquiry. They will document their work, student progress, next steps, and reflections on the CFI interface. • Minutes from common planning meetings, case studies of students and student work indicate that the inquiry teams are active.

Goal Number 3- <i>if necessary</i>	
Goal	To develop integrated projects across multiple subjects in our SLC.
Measurable Objective	Engage each SLC team in the creation of multi subject thematic projects.
Action Plan	Teachers will meet during common planning to begin crafting projects. The budget will be used to offer teachers pre session hours to plan the projects.
Evidence	Student work that demonstrates collaboration among the various subject level teachers in the SLC's.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve individual goal setting for each student by being more specific and introducing long and short-term goals.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Each student will perform a self-reflection in each class, identifying their strengths and weaknesses. • All teachers will set one long-term and at least one short-term goal with every student. • All self-reflections and action plans will be maintained in each teacher’s data binder.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • All teachers will be trained in effective strategies for filling out goals with students. • Teachers will receive professional development on goals and goal setting strategies. • The only budgetary impact is in the copying of approximately 10,000 self-reflection and action plans and binders for each teacher. Total cost \$500-\$1,000.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teachers will review student goals each marking period (6x per year). • When necessary, teacher will update goals to reflect goals that have been met. • Students should attain higher grades and more credits with their specific goals. • Credit accumulation and attendance should be effected in a positive way.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To expand our honors program and Advance Placement courses by increasing the number of honors courses available to all students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • We will offer four sections of Advanced Placement Chemistry and several sections of Honors English across all grade levels. • Our English and Science Assistant Principals will be responsible for the implementation of these programs. • We will target students who might not normally be identified as Honors students in the specified classes.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Teachers will receive professional development on how to raise expectations in the classroom for all students – specifically honors students. • Honors classes should be scheduled in such a way as to allow for inter-visitation of classes by other teachers who teach honors courses.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Each marking period we will analyze the grade results from the honors classes to see if any trends materialize. We will also compare the results for the honors class with the results for the non-honors classes. • At the end of the year, we will look at the Regents passing rates of the honors vs. the non-honors classes. • We anticipate raising the passing rate on the English Regents as well as increasing the number of students who become eligible for an advanced regents diploma due to an increase in the number of students who take and pass the Chemistry Regents.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of attendees at PTA meetings and Parent-Teacher conferences.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • We are planning on creating more parent workshops. • We are implementing a monthly parent newsletter. • Each PTA meeting will include an awards presentation to deserving students. • New fundraising activities will be introduced this year to help garner parental support.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • \$1,000 for food and awards at PTA meetings. • We will fund raise throughout the year.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • We will conduct an analysis of monthly attendance at PTA meetings. • We will compare the number of attendees at both the Fall and Spring parent-teacher conferences, as well as PTA meetings, to similar numbers from prior years.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement a program that allows students to make up missing credits and/or obtain credits in advance.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Purchase additional NovaNET ports. • Target students with missing credits in core academic subject areas. • Identify 1-2 faculty members to oversee the implementation of the program and monitor the progress. • Phase in as many as 200 students per semester, with up to three classes per student.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • \$45,000 for training and 50 access ports. Training is for three days of on-site training for 2-3 faculty members. • \$ required for 3 days of training for 2-3 faculty members (per diem subs). • \$ required for 2-3 hours per week of teacher per session.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Analyze credits recovered/accumulated during each calendar month. • Print daily/weekly/monthly reports on all students engaged in Nova activities to monitor progress and provide assistance to students in need. • It is anticipated that students will recover/accumulate between 50 and 250 credits.

PART V: ACTION PLAN - Instructional Support Services - 2009-2010

SCHOOL GOAL: #1 - To Improve Passing Percentages of Non-Regents Classes

WHAT - Objective	To improve RCT scores by 3%.
WHO - Target Population	Grades 9 – 12 60% general education students, 40% special education students
HOW - Major Tasks/Activities*	Provide Professional Development in differentiation of Instruction and Technology to both General Education and Special Education teachers to facilitate delivery of instruction in Math, English, Social Studies, Science and Foreign Language. Teaching assignments may be changed. Team teaching classes – one general education teacher and one special education teacher. In-class activities: <ul style="list-style-type: none"> - Standards based instruction - Balanced literacy and all its components - Interactive teaching and learning - Use of technology to enhance lessons - Additional support via Literacy Centers - After school tutoring, Saturday school <p style="text-align: right;">SETRC Support</p>
WHEN - Beginning Date, Frequency, and Duration	September 2009 to June 2010 Five times a week. 45 minutes / 90 minutes per day for each subject area
SUPPORT - Resources/Cost/Funding Source	Resources: nine regular education teachers, nine special education teachers. Extended day coverage to pay for teacher training and consultations before and/or after school day. Tax Levy and special education budget.
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gain	Increase/improve attendance and passing rate each marking period. Increase/improve attendance and passing rate RCTs and Regents.
ACCOUNTABILITY - Person(s) or Positions(s) Responsible	Assistant Principal Special Education Assistant Principals of Supervision General Education Teachers and Special Education Teachers. Office of School Improvement Students

- For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

PART V: ACTION PLAN - Instructional Support Services – 2009-2010

SCHOOL GOAL: #3 - Continued Smaller Learning Community Implementation of the Culinary Arts Academy (Grades 9-12)

<p>WHAT - Objective</p>	<p>1. To continue to expand the Culinary Arts Academy facility to accommodate more classes. 2. To establish Careers Externship for 11th & 12th graders 3. To develop Greenhouse to grow vegetables and fruits.</p>
<p>WHO - Target Population</p>	<p>Special Education and General Education students. All students including ESL/ELL, Special Education and targeted sub-groups.</p>
<p>HOW - Major Tasks/Activities*</p>	<p>The expanded program will be part of a four-year sequence starting with 9th graders. Students will be involved in the following curriculum:</p> <ul style="list-style-type: none"> • History of food: Pre-Restaurant 1-2, Food Fundamentals 1-2, Entrepreneurship 1-2 Restaurant 1-2 • Hands-on activities pertaining to cooking, preparing and presentations of a variety of foods. • Guest chefs to be announced weekly • Visitations with other schools, etc. <p>In class activities:</p> <ul style="list-style-type: none"> - Students will prepare food for school activities, e.g., Breakfast Club, School Leadership Team meetings, PTA meeting, and whenever the Principal requests catered food for different occasions. <p>Infusion of literacy and math activities to help students to read recipes correctly and measure ingredients.</p>
<p>WHEN - Beginning Date, Frequency, and Duration</p>	<p>September 2009 – June 2010 Five times a week One period per day</p>
<p>SUPPORT - Resources/Cost/Funding Source</p>	<p>Kitchen / VATEA and private funds / DOE</p>
<p>INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains</p>	<p>Portfolio assessment, report cards, prepared food, Culinary Competition- C-CAP 1st, 2nd and 3rd marking period Completion of Culinary Academy courses with 80% competency.</p>
<p>ACCOUNTABILITY - Person(s) or Position(s) Responsible</p>	<p>Assistant Principal Culinary Arts Academy General Education Teachers and Special Education Teachers, Culinary teachers students</p>

CC

- For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

PART V: ACTION PLAN - Instructional Support Services - 2009-2010

SCHOOL GOAL: #2 - To Improve Regents Exams Passing Percentages 5-10%

WHAT - Objective	To raise all scores by 3%.
WHO - Target Population	Grades 9 – 12 All Special Ed students
HOW - Major Tasks/Activities*	Provide Professional Development in Inclusions and differentiation of Instruction and Technology to both General Education and Special Education teachers to facilitate delivery of instruction in Math, English, Social Studies, Science and Foreign Language. Team teaching classes – one general education teacher and one special education teacher. In-class activities: <ul style="list-style-type: none"> - Standards based instruction - Balanced literacy and all its components - Interactive teaching and learning - Use of technology to enhance lessons - Additional support via Literacy Centers - After school tutoring, Saturday school - SETRC Support
WHEN - Beginning Date, Frequency, and Duration	September 2009 to June 2010 Five times a week. One period a per day
SUPPORT - Resources/Cost/Funding Source	Resources: Five Regular Education teachers, five Special Education teachers. Extended day coverage to pay for teacher training and consultations before and/or after school day. Tax Levy and special education budget.
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gain	Increase/improve attendance and passing rate each marking period. Increase/improve attendance and passing rate RCT's and Regents.
ACCOUNTABILITY - Person(s) or Positions(s) Responsible	Assistant Principal Special Education Assistant Principals of Supervision General Education Teachers and Special Education Teachers. Office of School Improvement Students

* For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	33	33	N/A	N/A	60	6	N/A	N/A
10	--	22	84	15	75	2	N/A	N/A
11	--	21	127	115	22	1	N/A	N/A
12	34	101	101	136	120	1	N/A	N/A

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Wilson reading, NOVA.net, Writing Center, Tutoring	<ul style="list-style-type: none"> • Tutoring is offered weekly during the school day • Regents Prep is provided to students who failed the Regents • Wilson Reading Program is offered to incoming freshmen scoring below a 1 on the 8th grade ELA • Scantron Assessment is used to provide targeted data and intervention for incoming freshmen • Teachers utilize Read-Program for individualized assistance • NOVA is utilized for credit recovery and remediation • SES tutoring – Princeton Review/ Ready, Set Go/ Champion Learning • Saturday School Tutoring – Pending Budget Approval • Summer Bridge Program – Freshman Initiative
Mathematics: Tutoring, NOVA.net	<ul style="list-style-type: none"> • Small group and one-on one- tutoring during the day, for students in Algebra, Advanced Algebra and Trigonometry and Geometry • Scantron Assessment is used to provide targeted data and intervention for incoming freshmen • NOVA-NET – Credit Retrieval Computer Program for students who take on-line courses • Regents Prep is provided to students who failed the Regents • SES tutoring – Princeton Review/ Ready, Set Go/ Champion Learning • Saturday School Tutoring – Pending Budget Approval • Summer Bridge Program – Freshman Initiative
Science: NOVA.net, Tutoring	<ul style="list-style-type: none"> • Small group and one-on one- tutoring during the day, for students in Living Environment, Earth Science, Chemistry and Physics. • Vacation makeup packages that utilize students' research skills as well as students' willingness to visit such places at the Hall of Science. • Those are used to appropriately apply homework and other credits to students. • Lab makeup sessions during the regular school day. • Tutoring • Saturday School Tutoring – Pending Budget Approval • Regents Prep is provided to students who failed the Regents • SES tutoring – Princeton Review/ Ready, Set Go/ Champion Learning • Summer Bridge Program – Freshman Initiative

Social Studies: NOVA.net, Tutoring	<ul style="list-style-type: none"> • Intensive Tutoring to help students meet the standards – One on one tutoring • Social Studies teachers provide the names of students that are in need of counseling. • Parents are contacted by telephone or department letter when their son or daughter is repeatedly absent. • Students that are taking Social Studies are provided with skills that will aid them in improving their study habits. • Intensive academic instruction is accomplished by instituting the requirements of the Social Studies Action Plan. Each instructor is helping the students to grow to their maximum potential by including: • Critical thinking questions in all lessons, homework and examinations. • Writing skills in (a) lessons; (b) homework; (c) examinations • Regents type multiple choice questions and essays on all examinations • Cooperative learning strategies to reduce failure • Map skill exercises in (a) lessons; (b) homework; (c) exams <ul style="list-style-type: none"> - Assignments that build students skills through the use of computers and the internet. • Regents Prep is provided to students who failed the Regents • Saturday School Tutoring – Pending Budget Approval • SES tutoring – Princeton Review/ Ready, Set Go/ Champion Learning • Summer Bridge Program – Freshman Initiative
At-risk Services Provided by the Guidance Counselor: Senior Intervention Plan	<ul style="list-style-type: none"> • Counseling and academic support for students having difficulties in their courses. AIS provided by academy teacher and counselor. • Guidance counselors meet with seniors two times a month looking at progress in classes.
At-risk Services Provided by the School Psychologist: Case Conferences	<ul style="list-style-type: none"> • Informal as needed
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

August Martin High School

Language Allocation Policy

2009 – 2010

I. Language Allocation Policy Team Composition

The Language Allocation Policy Team is comprised of the following persons:

Principal	Anthony Cromer
Assistant Principal	Michele Washington
Parent Coordinator	Nadege Afgan
ESL Coordinator	Christine Norton
Teacher	Jacqueline Smartt
Teacher	Luis Villareal
Guidance Counselor	Toyin Barnes
	Jacob Dennis
	Enid Simms

II. Teacher Qualifications

There are currently two ESL instructors, both are certified.

III. ELL Demographics

There are currently 1,355 students from grades 9 through 12. The student body includes 4% English language learners, approximately 50 ELLs.

August Martin High School offers an ESL Program. Beginners receive three 46 minute periods of ESL instruction per day; intermediate students receive two 46 minute periods per day; and advanced students one 46 minute period per day. All of our ELL students are receiving services, 4 of which are served as per their IEP.

The following is a breakdown of ELL demographic at August Martin High School:

Haitian Creole	24
Hispanic	15

French	9
Bengali	4
Chinese/Korean	1
Tamil	1
Punjabi	1
Yoruba	1
Total	56

Currently, we have 6 beginners, 18 intermediate students, 20 advanced and 7 students that have tested proficient.

IV. Parent Program Choice

Parent orientation meetings are held twice a year at the beginning of the Fall and Spring terms. Letters in English, Spanish and Haitian Creole are sent to parents to ensure that they understand the three program choices. Students attending August Martin have been educated about the ESL Program that is offered and have elected to enroll.

This ESL Program conforms to the policy mandated by CR-Part 154. All students are required to take ESL classes at the level of proficiency dictated by their score on the LAB-R/NYSESLAT Exams. The major subjects; Math, Science and History, are taught in English. After-school and Saturday tutoring is offered to the students on a weekly basis.

V. Assessment Analysis

Part A

Freestanding English as a Second Language

An analysis of the 2008 NYSESLAT results indicates that:

1 student was not tested

6 students were placed at the Beginners Level. Of these 3 were 9th graders and 3 were 10th graders.

18 students were placed at the Intermediate Level. Of these 4 were 9th graders, 6 were 10th graders, 7 were 11th graders and 1 was a 12th grader.

19 students were placed at the Advanced Level. Of these 5 were 9th graders, 6 were 11th graders and 8 were 11th graders.

6 students tested Proficient. Of these 1 was a 9th grader and 6 were 10th graders.

Part B

51 ELLs are eligible to write the ELA Regents this year and 40 are eligible to write the Math A.

In 2008, 7.3% of the ELLs tested were successful at the ELA Regents examinations.

In 2008 27% of the ELLs tested were successful at the Math A Regents examinations.

In 2008 60% of the ELLs from the 2005 cohort, 42% of the 2006 cohort and 13% of the 2007/2008 were successful on the Math A Regents examinations.

VI. Planning for ELLs

Teachers do not push in or pull out for content area instruction. There are three levels of classes dedicated to ESL instruction. Class periods are 46 minutes and have been arranged to accommodate the mandated instruction hours for ESL instruction. Students at the beginning level receive 3 periods of ESL instruction, intermediate classes receive 2 periods of ESL instruction and the advanced class receives 1 period of ESL per day.

The instructional strategies for the development of English language proficiency are based heavily on Cummins' (2003) views on the nature of language proficiency. For ELLs in the school system less than three years, equal emphasis is placed on the acquisition of all three major aspects of language proficiency; conversational fluency, discrete language skills and academic language proficiency. Emphasis is placed on the development of discrete language skills and academic language proficiency for students who have been in the school for six years or more.

In order for all three aspects of language proficiency to be targeted, the four modalities-listening, speaking, reading and writing- are constantly developed. This is accomplished through the following:

- Listening activities –audio and video, teacher talk, peer exchanges
- Oral Presentations, discussions
- Reading and Writing Strategies
- Elements of the Workshop Model of Instruction
 - a. Reading Workshop
 - Read Aloud
 - Shared Reading
 - Guided Reading
 - Independent Reading
 - Group Reading
 - b. Writing Workshop
 - Modeled Writing
 - Shared Writing

- Guided Writing
- Independent Writing
- Paired/Group Writing
- Content Area Instruction – The current textbooks: Shining Star, Visions and Bridges to Literature, Interactive Reader, Getting Ready for The English Regents Essays, and Getting Ready for the NYSESLAT and Beyond facilitate instruction in English Language Arts and the content areas.
- Development of Critical Thinking Skills
- Tutoring

SIFE students currently receive and will continue to receive instruction in English in all subjects by licensed teachers. Teachers who have proficiency in the students' LI are able to make their instruction more comprehensible by communicating using their native language. These students have access to support services such as Saturday and after-school tutoring. Bilingual word and picture dictionaries are provided in the ESL classes, as well as help in the L1 by students' peers.

Instruction for ELLs identified as having special needs is just as rigorous as it is for ELLs who do not have special needs, however, more scaffolding is provided. A paraprofessional has been placed in the classes where there are special education students.

Once ELLs have achieved proficient status on the NYSESLAT exam they are mainstreamed, however, in accordance with NYSED policy they are provided with testing accommodations on NYS examinations for up to two years after achieving proficiency on the NYSESLAT.

Parent outreach is provided by the Parent Coordinator and ESL Coordinator.

VII. Resources and Support

Teachers make the following resources available to the ESL population: computers, movies, videos, DVDs audio cassettes, CDs, class textbooks and activity books, graphic organizers, bilingual word and picture dictionaries, construction paper, chart paper, markers, etc. to enhance academic proficiency.

ESL teachers alternate attendance at Professional Development meetings for ESL instructors. Content area instructors are provided with on-going job embedded professional development as well as receiving relevant material from ESL turnkey training. Teachers receive resource materials for ESL and content area instruction in the workshop model using balanced literacy and ESL methodologies.

VIII. Program Description

Students at the Beginner Level of the ESL Program receive 690 minutes of ESL instruction weekly; students at the Intermediate Level, 460 minutes; and students at the Advanced Level, 230 minutes.

A Saturday program is currently being run to provide ELLs with assistance in preparing for the Living Environment, Chemistry, Earth Science, Global History and US History Regents examinations. The classes are being taught by monolingual English-speaking and bilingual teachers.

At present, an after-school Math and English program is being conducted from Monday to Thursday.

Bilingual dictionaries and glossaries are provided to students in Native Language Arts and content area classes taught in English to ELLs. These dictionaries support the student's knowledge in Spanish, French, Tamil, Punjabi, Yoruba, Haitian Creole, Bengali and Chinese. The dictionaries and materials are also made available to students during the January and June administrations of the Regents examinations.

Supplies such as construction paper, chart paper, markers, ESL computer programs, movies, videos, DVDs, audio cassettes, and CDs have been purchased so that teachers may provide students with supplementary materials.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual X ESL ___ Both Number of LEP (ELL) Students Served in 2008-09: 53
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

August Martin is a high school with 1,355 students from grade 9 through grade 12. The school population comprises 80% Black, 12% Hispanic, 6% Asian and 2% White students. The student body includes 4% English language learners, approximately 50 ELLs and 18% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2007-2008 was 84%. The school is in receipt of Title 1 funding with 76% eligibility.

At August Martin all ELLs participate in the English as a Second Language Program. There are three levels of ESL; a beginner ESL class (3 periods of ESL), an intermediate class (2 periods of ESL) and an advanced class (1 period of ESL). Students are scheduled for daily instruction in ESL. In addition, there is a transitional ESL class for 1 period each day. Students scheduled for these classes are those that have scored below the minimum requirement on the LAB-R or the Spring NYSESLAT. Presently, there are not enough students of any one grade level for a full bilingual program. The language spoken by the majority of the ELLs in the ESL Program is Haitian Creole. There are a few students who are speakers of French, Spanish, Punjabi, Bengali and/or

Tamil. These students are tutored in our after-school program and Saturday Institute. There are 53 ESL students currently being served in the school ESL program.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

August Martin High School offers a rigorous curriculum that continues to align itself with our state standards. Instructors employ Differentiated Instruction to support the achievement of all learners and our grading policy emphasizes Project Based Learning. The school is organized in five theme based academies that offer instruction and/or career and technical education including; Business and Law, Medical Technology, Culinary Arts, Aviation and Communication Arts. With the restructuring of our school into academies priority can be given to smaller numbers of students entering 9th grade ensuring that fewer students “fall through the cracks”. Each individual academy addresses student attitudes about school, behavioral issues, academic intervention, parental contact, mentoring, attendance and other pertinent issues affecting our learning environment.

Entering students have either selected an academy prior to arriving or are immediately placed in an academy when they enter August Martin High School in addition to identifying proper placement in the ELL Program. English Language Learners remain in the ESL program until they score at Proficiency level on the NYSESLAT indicating that they have tested out. Parents/Guardians of all newly admitted students, new to the New York City school system, complete a Home Language Identification Survey Form (HLIS) at one of our two parent orientations (Fall or Spring). At the orientation parents are apprised of various program offerings including the benefits and limitation of the program at August Martin High School. Students who demonstrate evidence of a language other than English spoken and understood at home, are administered the LAB-R test. If they score at/or below the cut scores, they are placed at the proper level of our ESL Program.

ELLs who are in need of enrichment in Math, Science, Global History and Geography and ESL are provided with tutorial services on Saturday in our Title III ELL Academy and during our daily tutorials. ESL students are permitted simultaneous use of English and alternative language editions of Regents exams, as well as native language/English dictionaries and glossaries. The ELL Department has furnished students with bilingual dictionaries and bilingual glossaries. These resources provide language support in all classes and on examinations. ELL students are also allotted extended time on classroom and state exams. All teachers of ESL students are aware of their academic needs and provide extra time (time and half) for them during testing.

Our ELLs must develop cognitive academic language proficiency (Cummins, 1979) to succeed in school. ESL classrooms need to be stocked with the type of texts that provide scaffolded, comprehensible information in English Language Arts and other content areas to prepare students for the cognitively-demanding academic tasks required by teachers and the Regents examinations. Teachers working with ELLs integrate updated literary texts and E-folio-a literacy software program that supports writing skills.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

ESL students are encouraged to be part of all schools activities and sports. After-School Tutoring and Saturday Institute are available to ELLs to support their academic progress and to further support their English language development. These classes are taught by teachers who have experience working with ESL students and have participated in training related to ELL instruction. ELLs benefit from field trips that foster learning outside the classroom and provide opportunities for them to use context-specific language. Students are able to connect information studied at school to authentic learning experiences outside the classroom. Additionally, these ELLs who are mostly immigrants, learn about American culture—important landmarks, places of interest, food, etc. We will have at least two field trips this year.

New York State ESL Learning Standard 5 states that students will “demonstrate cross-cultural knowledge and understanding.” The Annual International Food Festival provides an opportunity for ELLs to learn about and appreciate different aspects of their peers’ culture—national anthems, flags, food, dances, dress, etc. Students are able to “recognize and share cross-cultural experiences and ideas, and connect with those of others.” (ESL Learning Standard 5, Performance Indicator 3) Parents are involved in preparing dishes and costumes and are invited to attend the event.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments.

A Parent Orientation meeting is held twice a year by the Assistant Principal of ESL together with the ESL Coordinator and the Parent Coordinator. At these orientation meetings, parents are informed of the choice of programs available in our school, as well as throughout the DOE in NYC. They are kept up to date about their child’s academic progress and all information related to the ESL Program. Also, throughout the school year parents are frequently contacted by phone and/or letter to apprise them of their child’s progress in their classes. Translation and Interpretation services are provided as per Chancellor’s Regulations. The school’s Parent Coordinator also works with ESL parents to provide and ensure that parents receive important information concerning the school’s activities and testing schedules, PTA meetings, City-wide ELL Parents’ meetings and school newsletters. The coordinator organizes and presents at monthly meetings to discuss and inform parents regarding topics of common interest and/or problems common to all our students. All parents entering the building are introduced to our Parent Coordinator, who is clearly identified to them as the primary support personnel for needs and activities related to the school environment, additionally, the ELL Coordinator provides support for all parents of English Language Learners. Parents of ELLs are also encouraged to participate in the Food Festival where they may interact with parents, students, instructors and administrators.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

All newly enrolled 9th grade ESL students are invited to attend the AMHS Bridge Program that is offered in the summer prior to attending high school. Students participate in introductory courses to become acclimated to high school instructional expectations. Additionally, students are able participate in preliminary Regents testing in both English and Mathematics. Whenever possible Guidance Counselors place newly enrolled ELL students in classes with teachers who speak their language.

All ELL students are encouraged to participate in all school activities and sports, After-School Tutoring and Saturday Institute and will be provided to support their academic progress by teachers who have experience working with ESL students.

- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

ESL teachers working in the Title III program will participate in one hour of professional development for ten weeks. Teachers will plan, review curriculum topics and align their work to ESL standards. Teachers will also review ELL student data to ensure that instruction meets student needs throughout. Teachers will share and discuss current information and teaching methodology, strategies and software used in their classrooms. The program coordinator will support the program implementation including the PD component. All instructors are involved in on-going, imbedded professional development with topics including Project Based Learning (Feb.), Differentiated Instruction (Mar.), Interdisciplinary Strategy Development(Apr.), Building Skill Capacity(Apr.), Building Reading Capacity(May) and Building Writing Capacity(June). Additionally, instructors participate in monthly departmental professional development that examines academic rigor and instructional issues specific to the content areas. All instructors participate in weekly Academy Meetings where there is sharing of best practices and academy based professional development. Select instructors participate in off site professional development that is provided by the UFT-Teacher Center or our selected Learning Support Organization (LSO).

V.

Training Sessions include:

- 1) Meetings with guidance counselors regarding the status of ELLs, school programming and CR-Part 154 Regulation;
- 2) Teacher training- All teachers of ESL students must participate in a workshop to learn about the teaching differentiation between ESL students and General Ed. Students. Also, they are informed of the services to which an ESL student is entitled.
- 3) ESL Teachers' Workshop for the preparation and administration of the NYSESLAT Exam.
- 4) PD for ESL teachers and teachers of ELLs to learn current information, methodology and best strategies. Presented by Regional/contracted providers.
- 5) PD for teachers of ELLs by Academy (to embed the needs of these students in their mainstream classes by the varied levels of English knowledge.)

- VI. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Support services provided to our LEP students include the following: Development of Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), Sheltered Instruction in English Language Arts, Social Studies and Science, Intensive-explicit literacy instruction, Small classes that allow for individualized attention from instructors, Common planning periods that allow ESL and content-area teachers to coordinate their instruction, Differentiated Instruction, Project-based learning, Course structure that allows students to learn at their own pace, After-School Tutoring and Saturday Academy which provide individual assistance to students in English Language Arts,

Mathematics, Social Studies and Science, Instruction by fully-certified ESL and content-area teachers, Instruction by teachers who speak students' native languages, Training in ESL techniques for mainstream teachers, Classroom libraries, E-folio—a literacy software program that supports writing skills, Simultaneous use of English and alternative language editions on the Regents exams, Use of native language/English dictionaries and glossaries in class and on exams, Extended time on classroom tests and Regents exams, and the availability of the school based Writing Center for literacy and tutorial support.

VII. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

N/A

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

ESL teachers working in the Title III program will participate in one hour of professional development for ten weeks. Teachers will plan, review curriculum topics and align their work to ESL standards. Teachers will also review ELL student data to ensure that instruction meets student needs throughout. Teachers will share and discuss current information and teaching methodology, strategies and software used in their classrooms. The program coordinator will support the program implementation including the PD component. All instructors are involved in on-going, imbedded professional development with topics including Project Based Learning, Differentiated Instruction, Interdisciplinary Strategy Development, Building Skill Capacity, Building Reading Capacity and Building Writing Capacity. Additionally, instructors participate in departmental professional development that examines rigor and instructional issues specific to the content areas. All instructors participate in Academy Meetings where there is sharing of best practices and academy based professional development. Select instructors participate in off site professional development that is provided by the UFT-Teacher Center or our selected Learning Support Organization (LSO).

Form TIII – A (1)(b)

School: August Martin High School BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must	\$ 5,967.60	Support Services - After-school Program

account for fringe benefits) - Per session - Per diem	\$ 2,237.85 \$ 994.60 \$ 563.42	1Tr. X 4 Days X 20 Wks X 1.5 Hrs. X \$ 49.73 = \$ 5,967.60 Support Services - Saturday Institute 1Tr. X 1 Day X 15 Wks X 3 Hrs. X \$ 49.73 = \$ 2,237.85 Professional Development, ESL Coordinator, Parent Involvement - Orientation Translation 2Trs. X 1 Day X 10 Wks X 1 Hrs. X \$ 49.73 = \$ 994.60 Professional Development, Program Coordination , Parent Involvement - Orientation 1 Admin X 1 Hour X 13 wks X \$ 43.34 = \$ 563.42
Purchased services - High quality staff and curriculum development contracts.	\$ 695.00	E-Folio Software and Staff Development
Supplies and materials A. Must be supplemental. B. Additional curricula, instructional materials. C. Must be clearly listed.	\$ 3,000.00	Curricular - ESL Books, updated classroom libraries, native language/native language/ESL dictionaries <ul style="list-style-type: none"> • Shining Star—Pearson Longman ○ NYSESLAT Practice Books –Attanasio & Assoc. ○ Select classroom libraries—Pearson Longman ○ Native Language/English dictionaries—Pearson Longman
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after school program)
Travel	\$ 1,000.00	Extracurricular - Fields trips for ESL students to museums, plays and places of interest, i.e Museum of Natural History , Hayden Planetarium, Hall of Science
Other	\$ 541.53	Extracurricular - Food & miscellaneous items for International Food Fest and Culture Day
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Using our school's current demographic data, 25 of our ELL students come from homes where Haitian Creole is spoken. In addition, the largest majority of our ESL student's home language is also Haitian Creole. The remaining 32 students speak Spanish (15), French (9), Bengali (4), Chinese/Korean (1), Tamil (1), Punjabi (1), Yoruba (1). Our students who speak languages other than English comprise less than 4% of the population. Our school does provide translation and interpretation services to all of our limited English-speaking parents of Hispanic, French and Haitian Creole origin, as the need arises. Our parent-coordinator has a list of teachers who volunteer to interpret when the need arises, as well. All data is ascertained from the HLIS, ATS and at the ELL Parent Orientation as well as during on site enrollment and is maintained by the ELL Coordinator. Additional translation services are provided by the Department of Education Translation and Interpretation Unit.

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

While the majority of the ELL population speaks Haitian Creole and Spanish, parents needing additional support were limited. Many had a working knowledge of the English language and find our interpretation services adequate. These findings were reported to the school community through the following channels:

Staff: Faculty Conferences, Cabinet Meetings, e-mails, and School Leadership Team Meetings

Parents: PTA, School Leadership Team meetings, Advisory Commission meetings, Parent-Teacher Conferences, Parent newsletters, ELL Orientation meetings.

Part B: Strategies and Activities

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

The following documents as identified for distribution to parents will be translated will include, but not be limited to the following:

- Registration, application, selection, transfers and discharge
- Standards and performance (report cards, progress reports or letters, etc)
- School wide policies, rules and regulations
- Freshman Orientation Guide
- Graduation Requirements
- Special Education and related services

Written translation will be provided in-house by school staff, namely native (and non-native) Spanish, French or Haitian Creole teachers, as well as those teachers whose native languages are Bengali and Urdu.

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

The school will provide interpretation services during regular business hours and after hours (on a per session basis) to Spanish, French or Haitian Creole speaking Limited English-speaking parents who request such services in order to communicate with various department or offices in the school regarding pertinent information about their child's education. Persons providing services as interpreters will be in-house staff and faculty members. Depending upon availability, interpretation services shall be provided in school where the parent is seeking to communicate by telephone. School interpreters will provide interpretation services, if needed, at the following school meetings:

- Parent/Teacher Conferences
- Annual Freshman Orientation meeting
- Parent Association meetings
- Meetings with attendance personnel
- Special Education related services meetings
- Meetings with Guidance Counselors or deans
- Other meetings with school personnel concerning their child's education

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

To fulfill the requirements of Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, August Martin HS shall do the following:

- Provide parents requiring language assistance services with written notification of their rights regarding translation and interpretation services in Spanish instructions on how to obtain such services

- **Post a signs in a conspicuous location at or near the main entrance to AMHS indicating the office/room where a copy of such written notification can be obtained.**
- **Include in the school's safety plan procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.**
- **Provide information in languages other than English on the school's website concerning the rights of parents to translation and interpretation services and how to access such services.**

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$646,398	\$24,652	\$671,050
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 6,464		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 247	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 10,886		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 1,080	
6. Enter the anticipated 10% set-aside for Professional Development:	\$ 64,640		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$ 2,465	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.3%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We have contracted consultants from Victory Schools and High Schools That Work to provide professional development for these teachers. Additionally, professional development opportunities are provided by our UFT Teacher Center representative, Dr. Young, who is working with teachers to acquire the designation of highly qualified.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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2009-2010

Title I School-Parental Involvement Policy

I. General Expectations

August Martin High School Q400 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. August Martin High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: **An annual meeting will be held by January 30th of each year in order to adopt this policy.**
 - Notices with meeting information encouraging parent participation will be mailed or backpacked with students
 - Phone messages will be sent out requesting parental involvement
 - Workshops informing parents of their rights will be conducted
2. August Martin High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Notices with meeting information encouraging parent participation will be mailed or backpacked with students
 - Phone messages will sent out requesting parental involvement
 - Workshops informing parents of their rights will be conducted
3. August Martin High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Workshops and trainings will be made available for parents
 - Classes will be available for parents choosing.
4. August Martin High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
5. August Martin High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and participation in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - A survey will be compiled by the members of the School Leadership Team, which includes parents and the Parent Coordinator.

6. August Martin High School will build the schools and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - workshops on various academic topics such as the curriculum, regents, and graduation requirements will be offered
 - training will be available on various topics such as how to assist students with their homework, how to assist students preparing for regent exams and how to assist students preparing for college
 - offer parents transportation to various related conferences in-State and out-of-State
 - Computers will be available in the Parent and Community Exchange Center for use by parents
 - Parent Coordinator will be available in the Parent and Community Exchange Center to provide necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Computers will be available in the Parent and Community Exchange Center for use by parents
 - Computer literacy classes will be offered to parents
 - Parent Coordinator will be available in the Parent and Community Exchange Center to provide necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel , principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 - On-going workshops and trainings will be conducted for the aforementioned
 - Periodic cooperative meetings inclusive of parents and aforementioned parties will be convened to measure the effectiveness of the workshops and trainings
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
 - Parent Coordinator will be available in the Parent and Community Exchange Center to provide necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
 - The Parent and Community Exchange Center of the School will have computers and community resource information available to parents.

- e. The school will take the following actions to ensure that the information related to the school and parent-programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - The school will work with the ESL Coordinator to secure appropriate translations of printed materials for distribution to parents
 - The school will work with the ESL Coordinator to provide appropriate translators for parent meetings

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Mr. Willie Feaster, Title I PAC Chairperson. This policy was adopted by the August Martin High School Parent/Teacher Association and the Title I Parent Advisory Council during 2008-2009 school years and will be in effect for the period of (1) year. The school will distribute this policy to all parents of participating Title I, Part A children on or before April 21, 2009.

V. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA/PAC and the school's parent coordinator and administration.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

3. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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**2008-2009
Title I School-Parent Compact Framework**

August Martin High School Q400, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

August Martin High School Q400 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Teachers will receive ongoing professional development, which includes but not limited to twice a week in the summer and twice per month during the school term.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: **October 23, and 24, 2008 and March 26 and 27, 2009.**
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: by monthly mailings.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: before school and by appointment.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parent Coordinator will communicate with the Principal to assess school needs. Volunteer activities will be coordinated by the Parent Coordinator. Training and workshops will be provided to all parent volunteers.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities:

We, as parents, will support our children's learning in the following ways:

- Attending workshops and trainings.
- Attending PTA and School Leadership Team meetings.
- Maintaining contact with child's guidance counselor and teachers.
- Attending Parent and Teacher Conferences.
- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Maintain contact with my guidance counselor.
- Provide my parents / guardians with school notices.
- Attend tutoring sessions in subject areas that I find difficult.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: In good standing **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

August Martin has used the data acquired over the past two years from the Inquiry Team as well as departmental surveys to determine the challenges regarding curriculum. Additionally, we have assessed Regents data and passing percentages to determine the need for a more structured instructional format. We have acknowledged the deficiencies of the ELA curriculum and have embarked on a professional development series entitled, "Leading a Focus on Creating Clear Expectations by Examining Rigor".

Teachers agreed that there was a need for deeper discussion regarding shared expectations, vertical alignment and curriculum. Teachers have started the process by revising the ELA syllabi to be reflective of skills that must be mastered, as well as generating essential questions and enduring understandings for curriculum mapping. We will be engaged in ongoing professional development regarding vertical and horizontal alignment. This process is aligned with the standards in order to more efficiently structure the curriculum; however, this effort is in its initial stages.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

A continued effort is made to develop and cultivate effective curriculum and instruction. Through the use of professional development and the Wiggins & McTighe, *Understanding by Design – Backward Mapping Model*, teachers continue to meet,

discuss and revise the written curriculum to increase academic rigor. Teachers have begun meeting in grade level groups and interdisciplinary groups to clearly identify grade level expectations and ensure vertical and horizontal alignment.

Curriculum Maps

Numerous curriculum maps have been designed with an emphasis on *essential questions* and *enduring understandings*. As we recognized the need for increased academic rigor and cognitive demand, teachers began working in teams utilizing *Understanding by Design* to create more sophisticated curriculum maps. Additionally, we have revised our syllabi to reflect the skills and abilities that students are expected to master at each grade level and are reviewing and aligning the curriculum maps with the NYS ELA standards.

Taught Curriculum

The standards drive instruction and are utilized throughout the planning process to ensure proficiency. We have identified the need to lessen the disparity between the standards and what is taught; teachers have begun the process and have revisited their practices to more efficiently address the standards. The syllabi have been revised and the process of mapping has begun.

ELA Materials

We have made special accommodations for our struggling readers and English language learners. The *Wilson Reading Program* has been incorporated into the ELA curriculum to address the needs of students testing below reading level. Students receive targeted instruction to focus on literacy deficiencies using small group instruction, tutoring, and lessons regarding fundamental literacy skills. *Wilson* instructors have received training, program specific materials and on-going professional development. Struggling readers and ELLs also use the '*Read-On*' Literacy Program by Stack-Vaughn. *Read-On* provides focused, targeted individualized instruction addressing vocabulary, reading comprehension and fluency. Both programs are comprised of high interest topics from a broad range of areas including literature, science, social studies and life skills. Title III funding allows us to upgrade and replenish ELL materials, textbooks, resources and target language dictionaries annually.

English Language Learners

The ELL and ELA curriculum are closely aligned. Instructors receive the same professional development as their general education peers, incorporating the same rigorous standards that are required for all students preparing for the ELA Regents. The Balanced Literacy model is used to foster proficiency in the four language skill areas of listening, speaking, reading and writing. Instructors are aware of and utilize the standards to drive instruction.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The *UFT Teacher Center* provides on-going professional development to increase to increase their capacity to provide rigorous standard-based instruction. Additionally, teachers meet regularly with their peers in *SLC* meetings to address professional

development topics relevant to school-wide instructional practices and/or initiatives, to plan, collaborate and share best practices.

Curriculum writing is a time consuming, labor intensive challenge that requires a dedicated team of teachers to develop and regularly update these living documents. While we have begun the process of addressing the deficiencies in the curriculum we will need funding and ongoing professional development to generate viable documents.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Integrated algebra and geometry have replaced Math A as the course for incoming high school students. The new course appears to be aligned to the 2005 State Standards. Our school math coordinator, assistant principal administration, and the principal have discussed these findings in meetings as far as curriculum being aligned with State Standards.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Regents results have stagnated during the past year after several years of steady growth. In conjunction with the introduction of the new curriculum, this fact has given us reason to reassess our math instruction. We are in the process of re-sequencing the Integrated Algebra course in order to more clearly align state standards to the curriculum.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are in the process of re-sequencing the Integrated Algebra course in order to more clearly align state standards to the curriculum. To help with this re-sequencing, teaching staff will receive targeted professional development directly related to instruction using the process strands in mathematics.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances

when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school will offer professional development to teachers in a variety of areas through the efforts of the UFT Teachers Center: differentiated instruction, theme-based instruction, interdisciplinary instruction, etc. We will assess our ELA department through teacher observations.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom observations and Regents performance are indicators of this finding being accurate.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school will offer professional development to teachers in a variety of areas: differentiated instruction, theme-based instruction, interdisciplinary instruction, etc. We will not require additional support from Central to offer professional development as we are currently utilizing consultants from High Schools That Work and Victory Schools.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school will offer professional development to teachers in a variety of areas through the efforts of the UFT Teachers Center: differentiated instruction, theme-based instruction, interdisciplinary instruction, etc. We will assess our ELA department through teacher observations.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom observations and Regents performance are indicators of this finding being accurate.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school will offer professional development to teachers in a variety of areas: differentiated instruction, theme-based instruction, interdisciplinary instruction, etc. We will not require additional support from Central to offer professional development as we are currently utilizing consultants from High Schools That Work and Victory Schools.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Assistant principals are charged with daily protocols, which include observing the level of academic focus, student engagement, direct instruction, and the amount of technology in all classrooms. We acknowledge there is much room for improvement in all of these areas.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that supports the statement from 2B.1 is seen in teacher observations and snapshots done daily.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school will attempt to continue to improve in these areas by bringing in consultants to run professional development sessions, use teacher modeling for support, create a professional development team to explore ways to improve the items mentioned in 2B.1 and through the use of surveys.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this

program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

August Martin High School extends its teachers the opportunity to attend professional development both on site and externally. Teachers regularly participate in school wide, departmental and district professional development; including those provided by the LSO and BETAC at LIU. ELL instructors also have access to individualized support through our school-based UFT Teacher Center. Additionally, teachers meet consistently with their peers in SLC meetings to address professional development topics relevant to school-wide instructional practices and/or initiatives.

Teachers are surveyed regarding professional development needs and concerns; these needs and concerns are scheduled into the School-wide professional development calendar as well as the departmental professional development calendars.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All of our ELL teachers have participated in the professional development that has been provided, both on-site and externally. Teachers meet regularly to discuss, update and address instructional practices. The ELL Department has a coordinator that disseminates relevant information from any and all sources to ensure alignment of services. All instructors participate in on-going professional development

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are

provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

August Martin High School has assigned an ELL Coordinator to address the specific needs of the ELL population. The coordinator handles the monitoring, assessment and dissemination of data to all general education teachers, counselors and ELL instructors. Instructors are provided with *LAB-R*, *NYSESLAT* and *SIFE* (Students with Interrupted Formal Education) data. The *NYSESLAT* scores are disaggregated by proficiency level and students are programmed (Beginning, Intermediate or Advanced) based on this data. Additionally, teachers school-wide are informed of the students that may be in need of additional support due to limited knowledge of English as well as the entitlements associated with these ELL students.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Data is used to ensure proper placement ELL students within ESL and general education programs. Additionally, ELL instructors are provided with *LAB-R* and *NYSESLAT* data to ensure that students are properly placed and that their abilities and needs are sufficiently addressed. ELL instructors are apprised of student's progress through ongoing SLC meetings, formative and summative assessments, and case conferencing. We will be providing general education teachers with skill specific proficiency data to further support English language acquisition.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general

education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

General Ed teachers read and sign a log verifying their familiarity with the IEP document. Accommodations and modifications are addressed via faculty and academy meetings. In addition, PD is given to all teachers whenever possible.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Accommodations and modifications are addressed via faculty and academy meetings. In addition, PD is given to all teachers whenever possible.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Instructional accommodations and modifications are addressed by each content area via faculty and academy meetings. Additionally, August Martin High School has a school-wide professional development plan that includes monthly sessions on a variety of subjects including but not limited to differentiated instruction and adapting instruction to address multiple intelligences.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

August Martin High School has a school-wide professional development plan that includes monthly sessions on a variety of subjects including but not limited to differentiated instruction and adapting instruction to address multiple intelligences.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

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2. Please describe the services you are planning to provide to the STH population.

August Martin High School students that are currently residing in temporary housing are provided with a variety of activities. These support services include but are not limited to:

- **Monthly luncheons with the Principal**
- **In conjunction with our in-house community based organization students with temporary housing receive counseling, mentoring, and on-going support**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.