



AUGUST MARTIN HIGH SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: AUGUST MARTIN HIGH SCHOOL
ADDRESS: 156-10 BAISLEY BOULEVARD
TELEPHONE: 718-528-2920
FAX: 718-276-1846

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342700011400 **SCHOOL NAME:** August Martin High School

SCHOOL ADDRESS: 156-10 BAISLEY BOULEVARD, QUEENS, NY, 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:
(Required for high schools) Muhammad Khan

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** Knowledge Network Learning Support Organization

NETWORK LEADER: ROZ GERMAN/Tatyana Ulubabova

SUPERINTENDENT: Juan Mendez

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 member 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/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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	
Nikole Booker	Admin/CSA	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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

Upon entering August Martin High School our ninth grade students will partake in the newly formed Falcons' Nest - Freshman Academy. At the completion of the ninth grade year students will have the opportunity to select a course of study within one of the five Career and Technology Education (CTE) focused Small Learning Communities (SLC). Each SLC provides the opportunity for students to experience a career track. Each of the five 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.

The newly formed **Falcons' Nest - Freshman Academy** has been designed to facilitate students' transition into the high school experience. The academy's goal is to guide the ninth grade student through the changing social and academic environment, focusing on the skills needed for success in high school. The primary component of the Freshman Academy is the Freshman Advisory whose purpose is to foster intellectual growth and habits of commitment by developing closer relationships between staff and students, coordinate services, facilitate communication (student-teacher-parent), provide an adult contact, and most importantly, personalize each student's experience at August Martin High School.

The **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*. Construction on our new state-of-the-art Communications Studio will be completed by September 2010.

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 past three years 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 have participated in experiential learning opportunities at Jamaica Hospital, local medical centers, Doctors offices and City University of New York’s York College. During students’ participation in these opportunities they have experienced various aspects of the medical field. 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." Pre-populated SDAS data is updated twice yearly. 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 #:	27Q400	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		81.8	81.8	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		92.9	88.88	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		75.8	63.5	71.3		
Grade 8	0	0	0						
Grade 9	417	425	487	Students in Temporary Housing - Total Number:					
Grade 10	416	388	418	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	249	229	199		11	42	TBD		
Grade 12	279	175	110						
Ungraded	5	7	8	Recent Immigrants - Total Number:					
Total	1366	1224	1222	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					17	14	12		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	100	81	85	Principal Suspensions	84	202	TBD		
# in Collaborative Team Teaching (CTT) Classes	40	39	42	Superintendent Suspensions	53	62	TBD		
Number all others	90	89	83						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	N/A	1034	787		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	57	50	48	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	3	5	Number of Teachers	79	70	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	32	30	TBD
				Number of Educational Paraprofessionals	2	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	99	90	TBD	% fully licensed & permanently assigned to this school	98.8	100	TBD
				% more than 2 years teaching in this school	84.3	86.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	73.5	79.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	87	89	TBD
American Indian or Alaska Native	0.4	0.9	0.8	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	83.3	88.6	TBD
Black or African American	80.4	80.6	79.1				
Hispanic or Latino	11.6	11.4	11.8				
Asian or Native Hawaiian/Other Pacific Isl.	6	5.3	5.7				
White	1.6	1.4	2				
Multi-racial							
Male	56.4	58.3	57.8				
Female	43.6	41.7	42.2				
2009-10 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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" 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):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input checked="" type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		X	
Math:				Math:		X	
Science:		-		Graduation Rate:		Y	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	-	-	-	Ysh	X	√	60
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American	-	-	-	Ysh	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial						-	
Students with Disabilities	-	-	-	Ysh	X		
Limited English Proficient				-	-	-	
Economically Disadvantaged	-	-	-	Ysh	X		
Student groups making AYP in each subject	0	0	0	4	0	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	C	Overall Evaluation:	
Overall Score	45.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	8.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	26.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	

Key: AYP Status

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

Key: Quality Review Score

Δ = Underdeveloped
▶ = Underdeveloped with Proficient Features
√ = Proficient
W = Well Developed
◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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?

Our school has made significant progress in ELA and Math performance on the New York State Regents Exam over the last 5 years. Our overall performance has steadily increased by over 50 points in Math and ELA over the last 5 years due to initiatives we have implemented since the Principal has been here since 2004. Despite the gains we have made, our NYS Accountability Status is Resturcuring (Focussed) specifically for Math and ELA.

Our schools report cards overall performance has increased over the last 2 years even though the grade for the school went from a B to a C. The rubric increased the requirements to maintain a B by 10 points.

Our graduation rate has increased by at least 10 points over the last 5 years from 39% to 55% (Summer 2010) and possibly going up to 60% by August 17th, 2010.

Our school has constructed a brand new school improvement plan to take effect September, 2010 with major changes in our SLC structure and leadership with bigger emphasis on staff accountability and student performance. Our immediate goal for the 2010 – 2011 school year is 60 – 65% graduation rate for the class of 2011 with formative assessments centered around 6 marking periods to check for progress towards this goal. There are certain barriers we face that do prohibit student improvement.

- 1) Over the Counter students that are put into graduating class cohort performance. These students come to our school two to three years behind in credits and are often deficient in liteacy and numeracy skills. For example, during the 2009-2010 academic year there were nearly150 students that came to us severely deficient in credits and not able to graduate on time.
- 2) Our overall school budget has been reduced by 5 – 10% each year including the 2010 – 2011 school year thus reducing the number of support service classes to students. Currently, we have had to excess 39 positions for September, 2010.

Aids to help us continue improvement:

- 1) Achieve Now Grant – Our school is a pioneer of this program and wrote the original "Twilight School/New Beginnings Pilot". It is currently called Achieve Now. We have received funding (approximately \$300,000.00) to service 100 students that are over

age and under credited accumulate credits or prep for exams as needed to prepare them for graduation.

- 1) SLC Grant – We are in our 3rd year of the federal SLC grant which is critical to our small learning community/academy initiative. We have millions of dollars given to us by elected officials resulting in state of the art facilities for each academy.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By <input type="checkbox"/> January 2011, All Students subgroup will improve their Attendance performance through the decrease in school-wide cutting by <input type="checkbox"/> 5% as measured by ATS.	<input type="checkbox"/> <input type="checkbox"/> Decrease school-wide cutting
<input type="checkbox"/> By <input type="checkbox"/> June 2011, All Students subgroup will improve their ELA performance by <input type="checkbox"/> 5% as measured by the New York State English Regents Exam.	<input type="checkbox"/> Improved student Achievement on New York State English Regents Exam
<input type="checkbox"/> By <input type="checkbox"/> June 2011, All Students subgroup within the 2010 incoming cohort will improve their Mathematics performance by <input type="checkbox"/> 5% as measured by the New York State Integrated Algebra Regents Exam.	<input type="checkbox"/> Improved student Achievement on New York State Integrated Algebra Regents Exam <input type="checkbox"/>
<input type="checkbox"/> By June 2011 All Students subgroup within the 2010 incoming cohort will obtain 10-12 credits toward grade 10 promotion resulting in improved performance by 5%	<input type="checkbox"/> Freshmen Credit Accumulation
<input type="checkbox"/> By January 2011 All Students subgroup within the graduating cohort will develop a graduation contract with timelines and measurable benchmarks resulting in improved student achievement and an increase in graduation rate by 3%.	<input type="checkbox"/> Graduation Rate

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 2010-11 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, PLA, 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

Attendance

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>By <input type="checkbox"/>January 2011, All Students subgroup will improve their Attendance performance through the decrease in school-wide cutting by <input type="checkbox"/>5% as measured by ATS.</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>	<p><input type="checkbox"/></p> <p>Dedicated sweeps starting after late bell. Sweep students will report to a designated room (ideally on each floor) where IDs and OSIS numbers are quickly recorded, and students sent back to their classes with a pass.</p> <p>Students logging 3 cuts or more in one week will have their names forwarded to a “team” consisting of guidance counselors, the parent coordinator and school aides. They will send letters, and make phone calls to parents. These reports and actions must occur no less than bi-weekly. Home visits by relevant staff as an activity.</p> <p>A Dean will then “run” a tardy/late list from the CAASS system identifying the actual students who are habitually late (with their minutes tallied) <u>after</u> the start of period 3 (the first building-wide attendance period), with suspension (level to be determined) and/or SAVE Room assignment depending on how chronic and severe the nature of cutting per individual student. (This activity can also be extended to several minutes <u>after</u> 7th period, the designated PM building-wide attendance period as well.)</p>

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> <ul style="list-style-type: none"> ∅ Expansion and Effective Evaluation of Rigorous Course Offerings <ul style="list-style-type: none"> o Increased use of Bloom’s Taxonomy across content areas o Differentiated instruction and assessment across content areas · Embedded emotional and multiple intelligence strategies across content areas · College Board SpringBoard – Pre AP Curriculum implementation 9th and 10th grade · Increased Honors Courses · Increased Interdisciplinary classes ∅ Summer Reading Initiative ∅ Utilization of early and periodic assessment tools to assess general reading achievement and comprehension ∅ Integration of high interest, native language literature for ELLs to foster literacy ∅ Utilization of oral translation, native language response and native language dictionaries and glossaries for achievement support ∅ Strategic AIS to support achievement <ul style="list-style-type: none"> · Weekly tutoring provided through the AMHS Writing Center · Regents remediation provided to all 12th grade holdovers · Wilson Reading Program offered to incoming freshmen and SIFE students scoring below a 1 on the 8th grade ELA · Scantron Assessment to provide targeted data and intervention for incoming freshmen · SES tutoring – Princeton Review/ Ready, Set Go/ Champion Learning · Saturday School Tutoring – Pending Budget Approval
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> <ul style="list-style-type: none"> Need for a reallocation of resources to run NYS Regents Preparation/Remediation courses Need for resources to purchase early assessment tool Need for ongoing development of curriculum maps in English Collaborative evaluation process On-going administrative observations/snapshots Learning Walks Lesson Design Review Model Classrooms Inter-visitation/Peer observations <input type="checkbox"/>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Improved scores on periodic assessment tool Increased performance on uniform midterm and final assessments Improved Regents Data (January/June) Increased passing percentages on scholarship reports (each marking period)</p>
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**Subject Area
(where relevant) :**

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, All Students subgroup within the 2010 incoming cohort will improve their Mathematics performance by <input type="checkbox"/> 5% as measured by the New York State Integrated Algebra Regents Exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> Annualize math student classes One year model for freshman students Saturday tutoring – 3 hours per session for 3 Saturdays prior to January and June Integrated Algebra Regents After-school tutoring and availability of text in English and Spanish (1 day per week for 2 hour each day) Saturday tutoring session (3 hours) for 1 Saturday prior to January and June Regents Increase number of students placed in inclusion classes for Mathematics (goal of 15% increase) Create and program class for repeaters which will target the skills and strategies needed to pass Integrated Algebra Regents. After-school tutoring and availability of text in English and Spanish (1 day per week for 2 hour each day) Saturday tutoring session (3 hours) for 1 Saturday prior to January and June Regents Increase number of students placed in inclusion classes for Mathematics (goal of 15% increase) Create and program class for repeaters which will target the skills and strategies needed to pass Integrated Algebra Regents.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Need for a reallocation of resources to run NYS Regents Preparation/Remediation courses Need for resources to purchase early assessment tool Need for ongoing development of curriculum maps in Mathematics Collaborative evaluation process On-going administrative observations/snapshots Learning Walks Lesson Design Review Model Classrooms Inter-visitation/Peer observations</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Improved scores on periodic assessment tool Increased performance on uniform midterm and final assessments Improved Regents Data (January/June) Increased passing percentages on scholarship reports (each marking period) <input type="checkbox"/></p>

Subject Area
 (where relevant) :

Credit Accumulation

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 All Students subgroup within the 2010 incoming cohort will obtain 10-12 credits toward grade 10 promotion resulting in improved performance by 5%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Implementation of the Falcons' Nest - Freshman Academy and Teacher Directors (all SLC's). Students will also have an opportunity to participate in Saturday School, NovaNet and Apex (on line courses), and after school credit recovery programs. Implementation of a revised Freshman Advisory Program Implementation of an adaptation of the "Life Planning Education" Youth Development Program Curriculum for the Freshman Advisory Program</p>

	I ncreased collaboration and structured common planning time for all Grade 9 Teachers, Guidance Counselors and Advisors
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Resources for the various programs: SLC grant, Department of Education (Apex Program), and Title 1 funding.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Progress Reports – (three per term). Formative Assessment - Developed by Assistant Principals and Academy Teachers Interim Assessments – Performance Series (SCANTRON)

Subject Area
(where relevant) :

Graduation Rate

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By January 2011 All Students subgroup within the graduating cohort will develop a graduation contract with timelines and measurable benchmarks resulting in improved student achievement and an increase in graduation rate by 3%.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ol style="list-style-type: none"> 1. Students will be assigned to a mentor during the 2010-2011 academic year 2. All counselors are mandated to provide guidance lessons throughout the year (English or Social Studies Dept.) 3. APPPS will identify and collaborate with the community based organization in assigning at risk students to the services provided by these organizations to address improved student performance

	<p>4. The guidance counselors will work with their assigned students to develop graduation plans.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> United Way Funding – attendance improvement and dropout prevention.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Guidance Review – Intervention Logs of student assistance (graduation plans and guidance lessons).</p> <p>Progress Reports</p> <p>Guidance Daily Logs of assistance with students</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	50	80	25	25	200		10	
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> <p>Tutoring is offered weekly during the school day Regents Prep is provided to students who failed the Regents 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 – Ready, Set Go/ Champion Learning Saturday School Tutoring – Pending Budget Approval Summer Bridge Program for Incoming Freshmen</p>
Mathematics:	<input type="checkbox"/> <p>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 – Ready, Set Go/ Champion Learning Saturday School Tutoring – Pending Budget Approval Summer Bridge Program for Incoming Freshmen</p>
Science:	<input type="checkbox"/> <p>Saturday School Tutoring – Pending Budget Approval Regents Prep is provided to students who failed the Regents SES tutoring –Ready, Set Go/ Champion Learning Summer Bridge Program for Incoming Freshmen</p>

<p>Social Studies:</p>	<p><input type="checkbox"/></p> <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: <ul style="list-style-type: none"> · 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. <p>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 for Incoming Freshmen</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Guidance counselors meet with seniors two times a month looking at progress in classes.</p> <p>Classroom Presentations on graduation requirements, study skills, test taking techniques and other issues which impact learning.</p> <p>Informal counseling to students identified as having academic and personal issues. If more serious issues arise, students are referred to social worker.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> Informal as needed</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> We have an social worker assigned twice a week who provides counseling to students identified as having personal issues.</p>

At-risk Health-related Services:

N/A

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

9-12

Number of Students to be Served:

LEP 48

Non-LEP N/A

Number of Teachers N/A

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Language Instruction Program

There are currently 1195 students from grades 9 through 12. The student body includes 4% English language learners, approximately 48 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.

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.

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, Arabic and Bengali, as well as Yoruba, Urhobo and Mindinka. These students are tutored in our after-school program and Saturday Institute. There are 48 ESL students currently being served in the school ESL program.

Title III Extended Day/Week Program

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 books and E-folio-a supplementary literacy software program that supports writing skills that will be purchased with Title III funds.

At present, an after-school Math and English program is being conducted from Monday to Thursday. The classes are being taught by monolingual English-speaking and bilingual teachers at no cost to Title III. Title III will pay for an ESL teacher to work with one group of students four days a week for an hour and a half for 20 weeks. The ESL teacher will work each day with a group of 15-20 students at different levels.

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 no cost to Title III. III will pay for an ESL teacher to work with one group of 15-20 students for three hours for 15 weeks.

The following materials will be purchased with Title III funds:

- Keystone—Pearson Longman
- NYSESLAT Practice Books –Attanasio and Assoc.
- Select supplementary classroom libraries—Pearson Longman
- Native Language/English dictionaries—Pearson Longman
- E-folio

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 to Museum of Natural History, Hayden Planetarium or the Hall of Science.

Parents of ELLs and ELL students are encouraged to participate in the Food Festival where they may interact with other parents, students, instructors and administrators. Parents are involved in preparing dishes and costumes and participate in this learning event. This is a family cultural event. 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)

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.

□

1. 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 ELA and 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 staff members are involved in on-going, imbedded professional development that is provided during common planning, on designated PD days, or during departmental workshops. The school-wide professional development topics include Project Based Learning (Feb.), Differentiated Instruction (Mar.), Interdisciplinary Strategy Development (Apr.), Building Skill Capacity (Apr.), Building Reading Capacity (May) and Building Writing Capacity (June).

2. 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).

The programs that we offer to support the middle to high school transition include Summer Bridge, 9th Grade Advisory, Adopt-a-Student Mentoring for 9th and 12th grade students, and Freshman Orientation. Teachers involved in the specific programs meet to plan and assess program implementation.

3. As per Jose P, we have or will be providing the following ELL specific workshops to all staff members: Differentiated Instruction, Language Registers – Informal and Academic Language, Planning ELL Extensions, Scaffolding Test Structures and Graphic Organizers, Academic Language Providing Support in the Classrooms and School-wide, Creating Language Rich Environments and Cooperative Learning/ Grouping. The listed professional development workshops are based on the AFT approved ELL educational resource, Colorin' Colorado. Professional Development support is provided by our school-based UFT-TC, High Schools that Work and Victory Schools.

Section III. Title III Budget

—

School: August Martin High School
BEDS Code: 342700011400

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 account for fringe benefits) - Per session - Per diem	\$ 5,967.60 \$2,237.85 \$994.60 \$563.42	<input type="checkbox"/> Support Services - After-school Program 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	<input type="checkbox"/> E-Folio Software and Staff Development
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 3,000.00	<input type="checkbox"/> Curricular - ESL Books, updated classroom libraries, native language/native language/ESL dictionaries Shining Star—Pearson Longman NYSESLAT Practice Books –Attanasio and Assoc. Select classroom libraries—Pearson Longman • Native Language/English dictionaries—Pearson Longman
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	\$ 1,000.00	<input type="checkbox"/> 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	<input type="checkbox"/> Extracurricular - Food and miscellaneous items for International Food Fest and Culture Day
TOTAL	0	

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.

1. Using our school's current demographic data, 25 of our ELL students come from homes where Haitian Creole is spoken. In addition, the majority of our ESL student's home language is also Haitian Creole. 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 Arabic, Hispanic, French and Haitian Creole origin, as the need arises. Our parent-coordinator has a list of teachers who volunteer to interpret.

All data is collected 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.

2. 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. The school community has been informed of the translation and interpretation services that are available through

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

Parents: Parent Coordinator, 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.

Part B: Strategies and Activities

1. 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) Arabic, Spanish, French or Haitian Creole teachers, as well as those teachers or staff members 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.

2. The school will provide interpretation services during regular business hours and after hours (on a per session basis) to Arabic, 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>.

3. 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 2010-11:	\$732,898	\$13,383	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,329 + \$131 ARRA set aside		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$36,645	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$73,290	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
94%

6. If the percentage of high quality teachers during 2009-2010 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.

- * Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.
- * Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

Title I Parent Involvement Policy and Parent-School Compact for August Martin High School

Section I: Title I Parent Involvement Policy

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

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;

5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a [\[1\]](#) dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

August Martin High School will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*

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

[1] Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.



2. 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.



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

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:

Student Responsibilities :

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

N/A

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

N/A

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
N/A
- o Help provide an enriched and accelerated curriculum.
N/A
- o Meet the educational needs of historically underserved populations.
N/A
- o 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.
N/A
- o Are consistent with and are designed to implement State and local improvement, if any.
N/A

3. Instruction by highly qualified staff.

N/A

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.

N/A

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	Yes			\$615,634	Goal #1-5
Title I, Part A (ARRA)	Federal	Yes			\$13,249	Goals #1-5
IDEA	Federal	Yes			\$150,077	Goals #1-5
Tax Levy	Local	Yes			\$5,353,268	Goals #1-5

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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: Restructuring (year 2) - Focused **SURR PHASE / GROUP (IF APPLICABLE):**
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

We were identified for both ELA performance and Math performance. One of the specific findings we have identified is that our incoming freshmen have traditionally been performing below or far below grade level.

4 Year Comparison of Incoming Students

	Level 1 and 2		Avg Proficiency	
	ELA	Math	ELA	Math
2009	55.59%	42.05%	2.867	3.056
2008	71.31%	60.70%	2.725	2.745
2007	77.62%	75.71%	2.578	2.497
2006	81.68%	81.96%	2.517	2.401

We have worked extremely hard over the past 6 years to meet our targets. We have made consistent progress in increasing our scores in both ELA and Math.

6 year chart for State Accountability

School Year	ELA Performance Index	Target	Math Performance Index	Target
2003-2004	97	119	85	103
2004-2005	108	107	103	97
2005-2006	113	117	127	113
2006-2007	140	122	143	134
2007-2008	146	146	146	149
2008-2009	151	151	137	151

We anticipate that our 2009-2010 numbers in both areas will be our highest scores ever in both categories.

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school. Can be found in Section IV with School-Wide Goals and Action plans.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

During the 2010-2011 school year, we will be implementing a Freshmen Academy. One of the key components of this Freshmen Academy will be an advisory period where students will get an introduction to high school and ease the transition. The hope is that this will put more incoming 9th graders on track for graduation. Research has shown that students who are on track for graduation after the first year of high school are far more likely to graduate, and graduate on time, than students who are off track. By increasing student's on time credit accumulation, they are far more likely to pass their state exams, the measure used to determine Annual Yearly Progress.

For the second straight year, we will be implementing our Regents Preparation program. In this program, students in their 4th year of school (intended graduates) who have not successfully passed their regents exams are given a class whose main purpose is to prepare them for the exam by reviewing all of the class work through specific interventions designed to help students pass the specific regents exam.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

- New teachers and teachers at risk are mentored by Content Area Specialists as well as our UFT Teacher Center. In addition to this mentoring, any teacher who receives an observation that is unsatisfactory is mandated to do a series of inter-visitations with teachers who occupy our model classrooms.

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.

- As has been our practice in the past, when the state designations are released, we have constructed a letter to be mailed to all of our student's homes. This letter explains the specifics of the designation. We include a brief description of the designation, followed by a list of what the designation means and what the designation doesn't mean. We also inform the parents/guardians of what their rights are related to the designation.

APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

15

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

- a) Student Support – Individual and/or group counseling provided by the social worker.
- b) Preventive Support – Students referred to Community Based Organization housed at August Martin High School (AIDP Program).
- c) Academic Intervention – Students will meet monthly with guidance counselors to review academic progress. Also, students not meeting promotional requirements will be referred to Saturday School, tutoring, Nova net, or Apex. Students identified as needing additional academic support will attend services during their lunch and/or lunch periods.
- d) Celebrations – luncheon with Principal and other staff members, special program for the holiday's (Thanksgiving basket and support from local politicians, academy recognition programs, etc.).

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
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 your Children First Network.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_27Q400_111010-161830.docx

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 302-Believe In Children	District 27	School Number 400	School Name August Martin H.S.
Principal Anthony Cromer		Assistant Principal Michele Washington	
Coach type here		Coach type here	
Teacher/Subject Area Christine Norton		Guidance Counselor Toyin Barnes	
Teacher/Subject Area Geues Robert		Parent Jose Ferruzola	
Teacher/Subject Area Felicia Gillespie		Parent Coordinator Nadege Trenard	
Related Service Provider type here		Other Michelle Lloyd-Bey	
Network Leader Roz German		Other Evander Young, UFT TC	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	4
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	1195	Total Number of ELLs	48	ELLs as Share of Total Student Population (%)	4.02%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. At enrollment parents and students are provided with the Home Language Identification Survey (HLIS) by a guidance counselor who conducts the interview with the aid of a translator, if necessary. Those students whose HLIS and oral interview indicate that they have a home language other than English are scheduled for the LAB-R exam within the first 10 days of enrollment to ensure immediate and accurate placement. All initial screening, test administration and placements are handled by our ESL Coordinator, a certified ESL instructor. Likewise, the coordinator handles the scheduling and administration of all annual evaluations including the Periodic Assessment, ELL Regents Administration, NYSESLAT and LAB-R. Entitlement, non-entitlement and placement letters are forwarded to parents by the ESL Coordinator. Before the NYSESLAT is administered, parents and students are informed of the testing dates by letter, in their native language. Teachers are also informed of, and provided with a list of students scheduled to take the test. The Assistant Principal (ESL), Assistant Principal Organization and the ESL Coordinator work together to ensure that students are tested under optimal examination conditions. An attendance sheet is taken for each subtest and the ESL Coordinator or ESL teacher contacts parents of students who missed a subtest and informs them of the scheduled make-up session. Students with IEP's are administered the exam in a separate location by the IEP Coordinator, to facilitate compliance with the mandates of each IEP.

2. A Parent Orientation meeting is held twice a year (Spring/Fall) by the Assistant Principal of ESL together with the ESL Coordinator, Parent Coordinator, ELL Teachers and Foreign Language Teachers. At these orientation meetings, parents are informed of the choice of programs available in our school, as well as throughout the DOE in NYC. Parents view the NYCDOE Orientation Video for Parents of Newly Enrolled English Language Learners in the available languages and complete the ELL Parent survey. In addition, they receive the NYCDOE Guide for Parents of English Language Learners and a copy of the NYS Testing Accommodations for ELLs. They are kept up to date about their child's academic progress and are given all information related to the ESL Program. We provide parents with translators to ensure that they receive all pertinent information, including the Discipline Code, Entitlement Letter and Parent Selection Form in their native language. Additionally, all staff and teachers are informed of the translation services available to them through the Translation and Interpretation Unit of the DOE.

3. Incoming students are required by Federal Law to fill out the Home Language Identification Survey. Students whose survey shows that a language other than English is spoken at home are tested to gauge their English language proficiency. August Martin High school only offers a free-standing ESL Program, newly identified ELLs are identified and placed in the ELL program within 10 days of their initial enrollment as per CR154.2. Upon LAB-R testing students are also placed in the ESL program, according to their proficiency level in English.

4. Parent survey and selection forms are distributed and collected at the orientation meeting. An alternate session is scheduled for parents not attending the meeting. The ELL and Parent coordinators contact parents who have not completed the forms to ensure that they are informed of the choice of programs available in our school, as well as throughout the DOE in NYC. The entitlement letter is forwarded to the parent.

5. To date we have noticed the trend remains that our parents request an ESL Program. Parents are informed that if there are not sufficient students to form a bilingual program they have the option of transferring their child to another school within the district that has

a bilingual program, however, if they choose not to transfer the child, he or she will remain at the school and be placed in the available English as a Second Language Program. If a parent were to request a bilingual program, the school would have him/her sign a letter exercising the withdrawal/ transfer option and would keep the original copy of this letter in the student's cumulative file. 28 out of 30 parents surveyed in the '08-'09 year elected to have their child continue in the school's English as a Second Language program for the school year. Of the 44 parents returning the survey administered in the '09-'10 school year 40 elected to continue in the school's English as a Second Language program for the school year.

6. Parent Choice and program offerings continue to be aligned. The original copies of the Parent Choice and Home Language Identification Surveys are kept in the student's cumulative file, while copies are kept in the files maintained by the ESL Coordinator.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										19	10	9	10	48
Push-In														0
Total	0	0	0	0	0	0	0	0	0	19	10	9	10	48

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	6
SIFE	9	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

TBE																					0	
Dual Language																						0
ESL		7	1			2	3														2	0
Total	0	7	1			0	2	3					0	0							2	0
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>																						

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6			1	7
Chinese														0
Russian														0
Bengali											1	1		2
Urdu														0
Arabic										4				4
Haitian										8	4	9	4	25
French										1	1	1	4	7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1		1	3
TOTAL	0	0	0	0	0	0	0	0	0	20	7	11	10	48

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. As per CR Part 154.2, we offer a Freestanding English as a Second Language Program comprised of the two required components; Language Arts Instruction and Content Area Instruction.

- a. Teachers do not push in or pull out for content area instruction. We offer a Freestanding English as a Second Language Program.
- b. There are three levels of classes dedicated to ESL instruction (homogeneous grouping) with class periods that are 46 minutes and have been arranged to accommodate the mandated instruction hours for ESL. 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 and 1 period of ELA instruction.

2. Students are programmed based on their NYSESLAT or LAB-R proficiency levels reflecting the mandated ESL/ELA instructional hours. The ELL coordinator works with programming and guidance counselors to ensure that all mandated instructional minutes are provided.

- a. 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 and 1 period of ELA.

3. Content area support is provided in the ESL classes along with one-on-one tutoring services provided by the content area teachers. The Academy structure and common planning periods allow ESL and content-area instructors to coordinate their instruction for additional support and ensures that teachers are available to provide tutoring on a weekly basis. All instruction in the content areas is provided in English except in the case where a student is enrolled in a Foreign Language class (Spanish, Italian, French). As a school community we emphasize the use of Differentiated Instruction, Cooperative Instruction, the use of graphic-organizers, bi-lingual dictionaries and glossaries, and laptops for translation to enrich language development.

4. a. 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' L1 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. Additionally, all SIFE and Level I students have the supplemental support of the Wilson Reading program.

The instructional strategies for the development of English language proficiency are based heavily on Cummins' (2003) views on the nature of language proficiency.

- b. 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.
- c. 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.
- d. 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
- e. 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 and differentiation is provided. Special Education ELLs receive services as per their IEP and may not be enrolled in ELL classes; however, they are scheduled and take the Periodic Assessment and NYSESLAT Exams. A paraprofessional has been placed in the classes to assist the special education students.

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

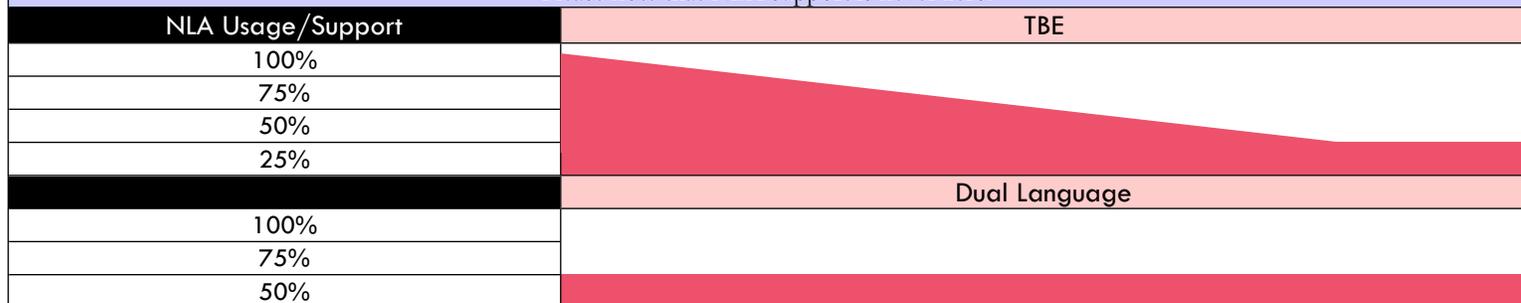
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Targeted Intervention is offered to all ELLs through ELL classroom instruction as well as through other school-wide AIS services. ELL tutoring is provided in French, Haitian Creole, and English. Students are provided supplemental instruction within the classroom through the ELL Curriculum in Social Studies and Science. A Saturday program and after-school tutoring is provided to prepare students for the English, Living Environment, Chemistry, Earth Science, Global History and US History Regents examinations. The classes are being taught by both monolingual English-speaking and bilingual teachers.

6. 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. We follow the NYS Testing Accommodations for ELL students including providing time extensions, separate locations, third reading of listening selections, bilingual dictionaries and glossaries, simultaneous use of English and alternative language editions.

Additionally, the school has the following Academic Intervention Services available for ELLs:

ELA

- 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
- 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

Math

- 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

- 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.

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

- 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
 - 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

Students that are eligible for continuing transitional support upon reaching proficiency on the NYSESLAT are provided with the NYS testing accommodations as well as all AIS and tutoring services. Additionally, transitional students remain connected to the ELL program as tutors, mentors and translation support. Continuing involvement is encouraged in the Annual International Food Festival, as well.

7. New programs and improvements that will be considered for the upcoming school year included encouraging the ELLs to become more involved in the elective programs including the Journalism class and bi-annual newspaper production. In addition, we are seeking students in the National Honor Society and other English proficient students to buddy with ELLs to ease the transition into the school community. Lastly, we have begun adding native language books to the ELL and school libraries.

8. At present, there are no services that we plan to discontinue.

9. Equal access is afforded to all school programs including afterschool and supplemental services through the support structure of the ELL

classroom and guidance counselors. Teachers ensure that ELLs are aware of available programs and services offered to all students as well as the fact that we have a club designed specifically to provide an opportunity for interaction with other non-English speaking or English proficient students.

10. Instructional materials used to support ELL instruction include audio and video, 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. E-folio—a literacy software program 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, bi-lingual word and picture dictionaries, extended time on classroom tests and Regents exams, and the availability of the school based Writing Center for literacy and tutorial support. Technology utilized to support ELL Include the use of SmartBoard Technology, laptops and desktop computers with native language translation, listening centers, and graphing calculators.

11. It is through the use of bi-lingual word and picture dictionaries, bi-lingual glossaries and native language translation on laptop and desktop computers, as well as teachers and peers that speak the native language that native language support is provided.

12. While support services and resources correspond to grade levels, many of our ELLs are over age, therefore, the services and supports may not directly correspond to their ages.

13. The programs that we offer to support the middle to high school transition include Summer Bridge program for level 1&2 students, Jump Start for level 3&4 students, and Freshman Orientation. As a part of our SLC initiative we have added a 9th Grade Falcon's Nest Academy to support the transition of all incoming students. The SLC offers an Advisory period and survey of all academy offerings.

14. The language electives offered to the ELLs are the same as those offered to the general school population; Spanish, Italian and French.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. 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 ELA and 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 staff members are involved in on-going, imbedded professional development that is provided during common planning, on designated PD days, or during departmental workshops. The school-wide professional development topics include Project Based Learning (Feb.), Differentiated Instruction (Mar.), Interdisciplinary Strategy Development (Apr.), Building Skill Capacity (Apr.), Building Reading Capacity (May) and Building Writing Capacity (June).

2. 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).

The programs that we offer to support the middle to high school transition include Summer Bridge, 9th Grade Advisory, Adopt-a-Student Mentoring for 9th and 12th grade students, and Freshman Orientation. Teachers involved in the specific programs meet to plan and assess program implementation.

3. As per Jose P, we have or will be providing the following ELL specific workshops to all staff members: Differentiated Instruction, Language Registers – Informal and Academic Language, Planning ELL Extensions, Scaffolding Test Structures & Graphic Organizers, Academic Language Providing Support in the Classrooms and School-wide, Creating Language Rich Environments and Cooperative Learning/ Grouping. The listed professional development workshops are based on the AFT approved ELL educational resource, Colorin' Colorado. Professional Development support is provided by our school-based UFT-TC, High Schools that Work and Victory Schools.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. A Parent Orientation meeting is held twice a year (Fall/Spring) 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.

2. 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 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 International Food Festival where they may interact with parents, students, instructors and administrators.

As a Title I School we have implemented required parental involvement policy components including the following:

- Notices with meeting information encouraging parent participation will be backpacked with students
- Phone messages will be sent out requesting parental involvement
- Workshops informing parents of their rights will be conducted
- Workshops and trainings will be made available for parents
- Classes will be available for parents choosing
- 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
- Computer literacy classes will be offered to parents
- 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

Additionally, the following components have been included in the Title I Parent Compact:

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. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: by monthly mailings.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: before school and by appointment.
4. 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.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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.

2. Partnerships have been established with local businesses and CBO's including: H&R Block, The Brainstreet Group, Mentoring in Medicine, COMPTO, and CMS. These businesses and organizations have provided workshops and assistance to parents at both PTA meetings and monthly on-site workshops.

3. Parents are provided a survey with workshop offerings and meetings are presented as requested. Evaluations are made by assessing attendance and parent feedback forms.

4. As a result of surveys we identified that ELL parents desired ESL classes, which were provided during the summer. Additionally, parents are supported by the parent coordinator with job hunting, housing searches, career development through Dress for Success, visits to NYC to familiarize newcomers with travel and services, immigration paperwork processing, health insurance, offsite workshops to familiarize parents with diverse culture and social norms. We have also provided offsite free english conversation classes that take place via phone or in a classroom setting. We will be holding our Second Annual International Thanksgiving Potluck Feast to support socialization and embedding ELL parent involvement in to the culture of the school. Our ELL parents were actively involved in a school community fundraiser to support the victims of the earth quake in Haiti. We are pleased to note that 4 parents have received jobs due to our support. Additionally, parents are provided on the spot interpretation services by bilingual teachers.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	5	2	1	12
Intermediate(I)										9	1	6	6	22
Advanced (A)										5	2	1	1	9
Total	0	0	0	0	0	0	0	0	0	18	8	9	8	43

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										1	1	0	0
	I										3	2	6	2
	A										6		1	2
	P										3	2	2	4
READING/ WRITING	B										4	4	2	1
	I										6	1	6	6
	A										1	0	1	1
	P										2			

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	39		7	
Math <u>Algebra</u>	55		12	
Math <u>Geometry</u>	8		1	
Biology				
Chemistry	1		0	
Earth Science	13	3	4	0
Living Environment	45	6	6	4
Physics				
Global History and Geography	36	5	7	1
US History and Government	13	4	7	1
Foreign Language		0		0
Other <u>French</u>		6		6
Other <u>Spanish</u>		1		1
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We utilize Scantron Performance Series, the Periodic Assessment and diagnostic tests from both Shining Star and the Visions curriculum. The Periodic Assessment and NYSESLAT have supported our decision making and inform us as to the strengths and weaknesses of our students in the four modalities. The curriculum diagnostic tool is administered to provide baseline assessments of the specific language proficiencies and supports classroom level decision making and differentiation. In looking at our curriculum we have decided to restructure the offerings to provide a more scaffolded approach across grade levels by purchasing a uniform curriculum for all grades.

2. Based on our NYSESLAT and LAB-R data and the 2010-2011 Request for Extension of Services students who have received services for three years and beyond have not met performance standards in reading and writing. For the 2009-2010 NYSESLAT listening and speaking modalities of the students tested 11 tested at the proficient level, 9 at the advanced, 13 intermediate and 2 at the beginner level. One student tested at the beginning level in the ninth grade, 1 beginner in the tenth grade. Of the 13 students testing at the intermediate level there were 3 ninth grade, 2 tenth grade, 6 eleventh grade and 2 twelfth grade students. The advanced students included 6 ninth graders, 1 eleventh grade student and 2 twelfth. In the reading and writing modality, 11 tested at the beginning level, 19 at the intermediate and only 3 were advanced, 2 of our 9th graders were proficient. Of the ninth graders tested, 4 were at the beginning level, 6 at the intermediate, 1 was advanced and 2 students tested proficient. Of the tenth graders tested 4 were beginners and 1 was intermediate. There were 2 beginner eleventh grade students, 6 intermediate and 1 advanced, none of the eleventh grade students tested proficient. Of our twelfth grade students, 1 was a beginner, 6 tested at the intermediate level, and 1 at the advanced level, none of the twelfth grade students tested achieved proficient in reading and writing.

Of the 43 students tested using the NYSESLAT and LAB-R data we were able to summarize our overall proficiency based on the data; 12 beginners, 22 intermediate students and 9 advanced. Overall our students are performing predominantly at beginning and intermediate levels.

3. As we look at the strengths and weaknesses across the NYSESLAT modalities we recognize that differentiated instruction and assessment will help us to address the needs of our ELLs. School Leadership and teachers are involved in on-going, imbedded professional development that is provided during common planning, on designated PD days, or during departmental workshops. The school-wide professional development topics include Project Based Learning, Differentiated Instruction, Interdisciplinary Strategy Development, Building Skill Capacity, Building Reading Capacity and Building Writing Capacity. Select instructors participate in off-site professional development that is provided by the UFT-Teacher Center or our selected Learning Support Organization (LSO).

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

- 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

Part VI: LAP Assurances

languages, as well as, oral translations have yielded mixed result in the testing areas. We saw notable achievement in Living Environment with 67% of students passing that took the exam in the native language. Similarly, there was improved achievement on the Global History Signatures of LAP team members certify that the information provided is accurate.

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	August Martin High School					
District:	27	DBN:	27Q400	School		342700011400

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		81.8	81.8	81.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	425	487	404				
Grade 10	388	418	361				
Grade 11	229	199	237				
Grade 12	175	110	157				
Ungraded	7	8	3				
Total	1224	1222	1162				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.9	88.9	91.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	75.8	71.3	78.6

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	11	42	47

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	17	14	12

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	81	85	90	Principal Suspensions	84	202	220
# in Collaborative Team Teaching (CTT) Classes	39	42	52	Superintendent Suspensions	53	62	60
Number all others	89	83	82				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	1034	787
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	79	70	71
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	32	30	25
# receiving ESL services only	50	48	TBD	Number of Educational Paraprofessionals	2	1	6
# ELLs with IEPs	3	5	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	99	90	308	% fully licensed & permanently assigned to this school	98.8	100.0	97.2
				% more than 2 years teaching in this school	84.3	86.5	83.1
				% more than 5 years teaching anywhere	73.5	79.7	91.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	87.0	89.0	91.5
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	83.3	88.6	92.1
American Indian or Alaska Native	0.9	0.8	0.7				
Black or African American	80.6	79.1	78.5				
Hispanic or Latino	11.4	11.8	12.7				
Asian or Native Hawaiian/Other Pacific	5.3	5.7	5.9				
White	1.4	2.0	2.1				
Male	58.3	57.8	56.6				
Female	41.7	42.2	43.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year 1						
Corrective Action (CA) – Year 2						
Restructuring Year 1						
Restructuring Year 2					v	
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	X
Math:		Math:	X
Science:	-	Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	-	-	-	vsh	X	v	60
Ethnicity							

American Indian or Alaska Native				-	-	-	
Black or African American	-	-	-	vsh	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial						-	
Students with Disabilities	-	-	-	vsh	X		
Limited English Proficient				-	-	-	
Economically Disadvantaged	-	-	-	vsh	X		
Student groups making	0	0	0	4	0	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	49.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf