



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : AUGUST MARTIN H.S.

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q400

PRINCIPAL: ANTHONY CROMER

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SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Anthony Cromer	*Principal or Designee	
Ricky Davis	*UFT Chapter Leader or Designee	
Jose Ferruzola	*PA/PTA President or Designated Co-President	
Celeste Johnson	DC 37 Representative, if applicable	
Nadege Trenard	DC-37 Constituent Liason	
Kurt Frasier	Student Representative	
Jodie-Ann Robinson	Student Representative	
William E. Perry	CBO-Representative	
Mary Davis	CBO-Representative	
Evanda Young	Member/Teacher	
Deborah Oliviero	Member/Teacher	
Helese Crawford	Member/Parent	
John Bowlds	Member/Parent	
Michelle Henry	Member/Parent	
Deon McAlister	Member/Parent	
Nicole Dorsey	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1 By June 2012, we will improve the 4-year total graduation rate of the 2012 Cohort by 2%.

Comprehensive needs assessment

In the 2010-2011 school year 67.3% of the 2011 Cohort graduated within four years, as indicated by the RGCS report in ATS. According to the school must meet or exceed 70% for the 2011-2012 school year.

Instructional strategies/activities

Activity#1:

- **Adopt-A-Senior Program:** Staff monitors a select number of seniors to provide academic/social support. Teachers, Supervisors, School Aides and other support staff will meet on a monthly basis to set short term goals for the 2012 cohort, create and implement incentives for senior students, and monitor their progress periodically.
- **Target Population:** Students in the class of 2012 cohort.
- **Responsible Staff Members:** All Staff
- **Implementation Timeline:** December 2012-June 2012
- **Steps for Including teachers in the decision making process:**
 - Involved staff members will meet on a monthly basis to review data gathered from relevant data sources.
 - Staff will set short and long term goals with the 2012 Cohort based on data collected
 - Staff will create and implement incentives and monitor scholarship progress periodically through the year.

Activity #2:

- **Credit Recovery Program:** Responsible staff monitors the 2012 Cohort. By using data reported in RGCS, STARS and other data, responsible staff will be able to target students who need additional support in academics. An intensive credit recovery program will be implemented to assist 2012 students to graduate in 4 years, to include:
 - A. Nova Net-Online credit recovery.
 - B. Saturday School Institute
 - C. Spring/Winter Recess Credit Recovery Institute
 - D. The "61" Program- program for making up failures due to incomplete work
 - E. Achieve Now-program for students behind in credits
- **Target Population:** Seniors at risk for not graduating on time
- **Responsible Staff Members:** Administration, Guidance, Instructional Support Team, Master/Turnaround Teachers
- **Implementation Timeline:** September 2011-June 2012

Steps for Including teachers in the decision-making process

- Teachers will meet bi-monthly in Inquiry Teams to analyze scholarship data.
- Teachers will analyze a variety of data to determine achievement trends and areas of concern

Strategies to increase parental involvement

- The school will involve parents in regular and meaningful dialogue concerning student academic achievement and school progress.
- The school will encourage, develop and support parents in their roles as full partners in the education of our students with a "Parent Intervention Nights" with parents of students in the 2012 cohort.
- The school will utilize a variety of media and technologies to facilitate parental understanding of graduation requirements and ensure our students graduate.
- Parents will be trained on how to use ARIS Parent Link.
- Parents will be made aware of all credit recovery programs.

Strategies for attracting Highly Qualified Teachers (HQT)

- We had two vacancies and we have hired highly qualified teachers.
- Staff will receive training to ensure that teachers are ready to teach high quality credit recovery courses.

Service and program coordination: Community Mediation Services, Social Worker, Guidance department, Parent Coord

Budget and resources alignment :

Fair Student Funding, F Status (Ms. German) , NOVA Net, Saturday School, Winter/Spring Recess program for make up cre
from the SIG grant
Supervisor

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2 By June 2012, 50% of the teachers will create two units of study that are aligned to the Common Core Learning Standards.

Comprehensive needs assessment

After conducting formal and informal observations, it was determined that although standards based lessons existed, they need to be aligned with the Common Core Standards and be in compliance with the three-year roll-out of CCS.

Instructional strategies/activities

Activity #1

School-Wide Professional Development:

Teachers will receive ongoing professional development on improving pedagogy through the ISA Coaching Model, which will be provided by the UFT Teacher Center, and the CFN 611, which is our support organization. Teachers' programs are designed so that teachers can meet by planning sessions each day, and by Academy, to adjust existing curricula according to student needs. Teachers meet to infuse the Common Core lessons are aligned with. Attendance at daily professional development periods will enable teachers to plan effectively for the incorporation of the Common Core. Teachers will be sent to outside professional development workshops as well.

Target Population: all faculty members

Responsible Staff Members: Assistant Principals, Professional Developers, internal staff and Teaching Matters. Implementation Timeline: June 2012

Activity #2

Department Specific Professional Development:

Faculty will engage in lesson planning during common planning time to examine and create rigorous CCLS based performance tasks aligned to Instructional Expectations. Staff will also use the NYCDOE Looking at Student Work Protocols as part their inquiry. Teachers will follow the implementation schedule, engage in modeling, use student data to plan and set goals, and create differentiated instruction.

Target Population: ELA, Social Studies, Special Education and Theater staff members

Responsible Staff Members: Data Specialist, Professional Developers, internal staff

Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

- Parents will receive copies of the Common Core Learning Standards
- Parent Coordinator and other staff will attend regularly scheduled parent information sessions to share information and respond to questions about the common Core.
- Creation of Parent Newsletter as sources of information
- Parents are informed of Common Core Learning Standards through PTA communication, Open School Night, and outreach from the school.

Strategies for attracting Highly Qualified Teachers (HQT)

Training will be given to all teachers on the Common Core Standards from UFT Teacher Center to increase teachers understanding of the standards and plans being developed more effectively and better aligned to standards.

Service and program coordination

On-site professional development is supported by the UFT Teacher Center. The on-site professional developer attends one session per week at the school Headquarters. Our Network provides trainings with staff to ensure proper implementation of the Common Core. Teaching Matters will provide content area teachers (Math, ELA, Science, and Social Studies) to ensure units are mapped and aligned to the Common Core.

Budget and resources alignment

- The SIG Grant was used to purchase Springboard, a college readiness Curriculum for aligned to the Common Core for ELA, Theater, and Social Studies, incorporating the Chancellor's 2011-2012 Instructional Expectations into the curriculum using a variety of entry points. Our CFN 611 will support the Common Core implementation as well. Per session will be paid for training

ANNUAL GOAL #3 AND ACTION PLAN

By June 2012 50% of teachers will demonstrate improved teacher practice as measured by the Danielson's "Framework for Effective Teaching"

Comprehensive needs assessment

In an effort to increase teacher effectiveness and professionalism, informal and formal observations were conducted. It was determined through teacher experience that there was a need for a targeted professional development plan based on key components from Danielson's Framework for Effective Teaching. Additionally a review of teacher observations revealed a need to improve in making content relevant to our students.

Activities

-Period 4 Professional Development: All Math, ELA, Science, and Social Studies teachers are programmed to plan and implement this will support departmental planning, academy planning and ICU.

-ISA Coaching Support: Coaches will work one on one with teachers to ensure improved teacher practice and implement Common Core Standards.

-CFN training and support- Our network CFN#611 will provide training on the Common Core.

-Master Teachers/Turnaround Teachers- We have one Master or Turnaround teacher for each core subject(math, English, Science). They also will provide training.

Strategies to increase parental involvement

- We will give parents copies of the Danielson "Framework for Effective Teaching"
- Parents on our School Leadership team will be involved in school "learning walks" to gauge implementation of the framework
- Parents will have an opportunity to participate in a "Teacher Effectiveness information session."

Strategies for attracting Highly Qualified Teachers (HQT PD sessions about the framework will be offered)

Teachers will be provided professional development in the Danielson Framework. The principal, in collaboration with appropriate staff members, will follow the policy set forth by the Department of Education. The principal will ensure that all highly qualified teachers follows the guidelines set by the New York State Education Department. All professional development will be evaluated to determine its effectiveness in promoting high quality instruction leading to improved student learning. The principal in collaboration with appropriate staff members and with the Division of Human Resources will identify qualified teachers through recruitment campaigns and through relationships with colleges and universities. To ensure instruction by highly qualified staff, all hired instructors are licensed in their subject area, and receive professional development in their area. New teachers receive mentoring from on-site professional developer. Teachers that are not high qualified are supported with tuition reimbursement assistance so that they may complete necessary coursework to become highly qualified.

Service and program coordination

-Teams of administrators, and teachers will attend monthly citywide training sessions on implementing Danielson and then turnkey implementation.
- ISA Coaches will provide training.
-On-site professional development is supported by the UFT Teacher Center.
-Our Danielson Talent Coach, Ms. Mary Brouder will train our administrators, Master/Turnaround teachers, and coordinate training. She will also lead morning activities and learning walks geared at improving the implementation of Danielson.

Budget and resources alignment

Children's First Network support, the UFT Teacher Center, fund the professional development program to plan subject/area grade level curriculum, software, hardware, instructional materials, and staff retreats. Danielson Talent coach.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

As part of our mission and vision, maintaining a positive school culture and tone, building a strong community relationship, and meeting the emotional needs of students will be accomplished through our affiliation with our CBO's, the institution of a bi-weekly advisory program, academic uniforms, school uniforms and ongoing professional development for the faculty about child development. By June of 2012, there will be a 50% decrease in Suspensions.

Comprehensive needs assessment

August Martin is a Title 1 school where 72% of students receive free lunch. Located in a high risk high-crime neighborhood it is essential for the school to focus not only on academics, but social-emotional growth as well. Based on a three-year trend analysis of the school's discipline data, we discovered an increase in Superintendent Suspensions.

Instructional strategies/activities

Activity #1:

Academy teams

-The Ninth Grade Academy Team meets weekly during common planning sessions. Advisory classes will address 9th grade issues. Students will have this time to do so through our "ICU" process of bringing in students to complete make up work.

- SLC Academy meetings. Inquiry process, teacher team protocols will be used. Teachers will meet by academy and the "ICU" process to address incomplete student work.

Target Population: 9th grade academy all faculty members, students

Responsible Staff Members: Teacher Directors, Assistant Principals

Implementation Timeline: September 2011 through June 2012

Activity #2:

School-wide Social Events

Students are encouraged and expected to participate in all school-wide social events before, during and after school. Students will attend and participate in monthly academy meetings that address the needs of the school driven by the student government and school administration along with student government.

Target Population: all faculty members, students, parents

Responsible Staff Members: all staff, Academy Directors

Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

- The school will share safety data and progress in improving school tone through parent information sessions.
- Monthly Parent newsletters will show progress in safety and tone.
- Parents will be involved in "learning walks" which will give an indication on school tone and progress.

Strategies for attracting Highly Qualified Teachers (HQT)

Training and workshops related to child development will prepare teachers to deal with the whole child. Our goal is to equip all staff to address the whole child's needs. As we recruit and develop highly qualified teachers incorporating child development into our professional development will help reduce incidents once they go through training sessions.

All professional development will be evaluated to determine its effectiveness in promoting high quality instruction leading to improved student learning.

To ensure instruction by highly qualified staff, all hired instructors are licensed in their subject area, and receive professional development in their area. New teachers receive mentoring from on-site professional developer.

Teachers that are not high qualified are supported with tuition reimbursement assistance so that they may complete necessary coursework to become qualified.

Service and program coordination

On-site professional development is supported by the NYS UFT Teacher Center. The on-site professional developer attends Headquarters.
Workshops happen weekly

Budget and resources alignment

Contract for Excellence, Title I Fair Student Funding, Title I Children's First Network Support High School, fund the advisory, the professional development related thereof.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5 To improve student performance in credit accumulation for students in Grades 9-10 for the 2011-2012 school year. 2010-2011 Progress Report There will be a 3% increase in credit accumulation for the 9th and 10th grade where one year

Comprehensive needs assessment

In the 2010-2011 school year, the 9th and 10th grade students receiving 10 or more credits needed to be improved on the

Instructional strategies/activities (September 2011-June 2012)

Meetings take place each week. By January 2012 we will see the first improvements in credit accumulation for 9th and 10th grade students. By June 2012, a 3% increase in credit accumulation.

1. All staff will analyze scholarship data of students in all classes and disciplines, every 30 days.
2. Teachers will meet each week in teacher-inquiry teams and will analyze a variety of data (ATS, STARS, ARIS, etc.) to address areas of concern.
3. Teachers in grade inquiry teams will create instructional and pedagogic goals in alignment with the Common Core Learning Standards.
4. Teachers in grade inquiry teams will analyze student work to define and refine pedagogic practice on consistent basis.
5. Teachers will monitor scholarship of students on consistent basis to set instructional goals.
6. Instructional goals will be revised in accordance to scholarship data.
7. Monitor and mandate students to attend afterschool tutoring.
8. Individual and group counseling; guidance referrals and parental outreach on consistent basis.
9. Revision of the 61 Program to increase credit accumulation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. See the PIP provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that all teachers are highly qualified, in order to achieve this goal.

Service and program coordination

Young Men's and Women's Leadership, Saturday School (led by A.P. Golub, Nova Net courses led by Mr. Schmeising, Spring/Summer Programs led by select Assistant Principals, and ICU led by the Teacher Directors, Achieve Now led by Assistant Principal Guid

Budget and resources alignment

- Fair Student Funding: mandated extended day, PM school

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker
	# 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		37	0	0	0	0	0
10	12	101	3	11	0	0	0
11	33	74	16	20	0	0	0
12	22	42	15	34	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>-Tutoring – 2x/week -English 1 and English 2 for 9th graders identified as level one or two students. - Kaplan for grades 10-12 infusing Literacy across the content areas. -Prep classes for students not passing Regents exam with grade 65 Saturday School -Achieve Now for students behind in ELA credits During the school day, we offer an ELA prep course for seniors who failed the ELA Regents. There is focused regents prep review and individualized support. Students learn test taking techniques, comprehension skills and other strategies that support success on the regents exam. After school tutoring is offered every Monday to all students and tutoring by academy is offered to students every Wednesday (4th period). Students who need to make up credits in English can attend Saturday classes.</p>
<p>Mathematics</p>	<p>Math support Prep classes for students not passing the Algebra regents Tutoring – 2x/week Saturday School Kaplan will infuse literacy in Math Achieve Now for students behind in Math credits During the school day, we offer Algebra Prep courses for students who failed the algebra regents. The teachers review problem solving techniques, regents exams, and test taking skills needed to pass the regents. Tutoring is available every Monday after school and every Wednesday by academy (4th period). Students who need to make up credits in Mathematics can attend Saturday School.</p>

<p>Science</p>	<p>Tutoring – 2x/week Saturday School Kaplan will infuse literacy in Science Achieve Now for students behind in Science Classes During the school day, we offer a regents prep class for students who have failed the living environment regents. Students can also attend tutoring after school on Monday or 4th period on Wednesday.</p>
<p>Social Studies</p>	<p>Tutoring – 2x/week Kaplan will infuse literacy in Social Studies Saturday School Achieve Now During the school day, we offer regents prep in global history for students who failed the regents. We also offer regents U.S. History prep for students who have failed the U.S. History regents exam. Students can attend after school tutoring every Monday and tutoring 4th period on Wednesday. Students who need to make up credits in history can attend Saturday School.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Small groups as needed Senior Intervention Plan Class Presentations/Workshops</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Provides psychological testing for students with an IEP and for those students whose families are requesting ISS services.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>1 on 1 with social worker for mandated counseling and students referred by staff.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.



THE NEW YORK CITY DEPARTMENT OF EDUCATION
Dennis M. Walcott, *Chancellor*

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2011-2012

PARENT INVOLVEMENT POLICY (PIP)

August Martin High School will show 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, our 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- providing parents with a school syllabus from each teacher during the first week of school;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our 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 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, our 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 Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- formulate a parent-teacher conference every marking period during the school year;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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;
- 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;



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2011-2012

Title I School Parent Compact Framework
SCHOOL-PARENT COMPACT

Our 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. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- provide each parent a course syllabus from each teacher during the first week of school;
- conducting parent-teacher conferences each marking period which will also include the 2 mandated parent-teacher conferences that our scheduled within the school year, during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities: We, the parent or legal guardians will share the responsibility to improve the academic achievement of our child specifically, we will

- 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;
- review syllabus given by the school during the first week of school with child ;
- 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;
- Promote positive use of my child's extracurricular time; insure that my child receives enrichment remedial assistance as needed regardless of financial issues;
- 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;
- must participate in my child's school for a minimum of 3 hours per year;

- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- attend a minimum of two Parent/Teacher Conferences;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- must participate a minimum of three workshops at school, district or city level:
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

- attend school regularly and arrive on time;
- come to school prepared with supplies needed to learn;
- 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 within August Martin High School or outside of school;
- always try my best to learn;
- ask for help when we need to;
- read at least 30 minute every day outside of school time;
- give to my parents or the adult who is responsible for my welfare or vise versa all notices and information received by parents from my school every day;

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The 10% Title I funds are spent on having our Assistant Principal attend trainings and then provide professional development to the cabinet and faculty.

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

Each new teacher is given a mentor in their content specialty. These mentors are selected from our most highly effective teaching staff. Time is set aside a minimum of 2 times weekly for the mentor and mentee to meet.

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.

The school sends the standard DOE letter to all parents (when applicable, in translated version).

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Roberto Hernandez	District 27	Borough Queens	School Number 400
School Name August Martin High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Anthony Cromer	Assistant Principal Michele Washington
Coach type here	Coach type here
ESL Teacher Christine Norton	Guidance Counselor Toyin Barnes
Teacher/Subject Area Geues Robert/Foreign Language	Parent Jose Ferruzola
Teacher/Subject Area Felicia Gillespie/History	Parent Coordinator Nadege Trenard
Related Service Provider type here	Other type here
Network Leader	Other type here

C. 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	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1067	Total Number of ELLs	45	ELLs as share of total student population (%)	4.22%
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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. If the result of the LAB-R exam indicates that the child is entitled to ELL services, the parent is notified, all parents are invited to the parent orientation session. 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 Parent Orientation Video for Parents of 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 information 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. Parents missing orientations and students registering over-the-counter are informed of all program options by the ESL and Parent Coordinator during individualized registration sessions.

3. 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.

4. 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 placed in the ESL program, according to their proficiency level and parent choice. Parents receive native language support with translation and interpretation services that we provide, as we are

able.

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 our Feestanding ESL 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 program for the school year. In the '10-'11 school year 29 of the 53 parents surveyed responded. Of those reponses all parents elected to remain in the ELL program offered.

6. Parent Choice and program offerings continue to be aligned.

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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										12	20	6	7	45
Push-In														0
Total	0	0	0	0	0	0	0	0	0	12	20	6	7	45

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	7
SIFE	8	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	5

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	30	4	1	10	4	3	5		3	45
Total	30	4	1	10	4	3	5	0	3	45

Number of ELLs in a TBE program who are in alternate placement:

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													

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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	
	EL L	EP																		
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
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: ____

Hispanic/Latino:

Native American: ____

White (Non-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										5	1			6
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic										1	2			3
Haitian										4	12	4	4	24
French										2	5	1		8
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1		1	1	3
TOTAL	0	0	0	0	0	0	0	0	0	13	20	6	6	45

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. As per CR Part 154.2, we offer a Freestanding English as a Second Language Program with a curriculum that integrates 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, common planning periods and ICU 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, laptops and I-Pads for translation to enrich language development.

4. Students are encouraged to take Regents Exams in native languages, if available. Native language responses are translated by staff members to ensure appropriate evaluation. Oral Interpretation is also provided, as per Regents guidelines. Students are provided alternative language editions of exams in Global History, US History, Integrated Algebra, Earth Science and Living Environment.

5a. SIFE students currently receive and will continue to receive instruction in English in all subjects by licensed teachers. Teachers who have proficiency in the students' LI are able to make their instruction more comprehensible by communicating using their native language. These students have access to support services such as Saturday and after-school tutoring. Bilingual word and picture dictionaries are

A. Programming and Scheduling Information

provided in the ESL classes, as well as help in the L1 by students' peers.

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. At this stage students have generally acquired conversational fluency and need more focus on academic language.

6. 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 are scheduled and take the Periodic Assessment and NYSESLAT Exams. A paraprofessional has been placed in the classes to assist the special education students, as per their IEP.

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

7. Instruction for ELL SWDs reflects the school's overall philosophy for all students, differentiated instruction is provided for students needing additional curricular and/or instruction support. All ELLs are encouraged to utilize ICU, during the day tutoring and afterschool tutoring support. SWD are provided extended time, paraprofessional services, and other supports for testing as per their IEP.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

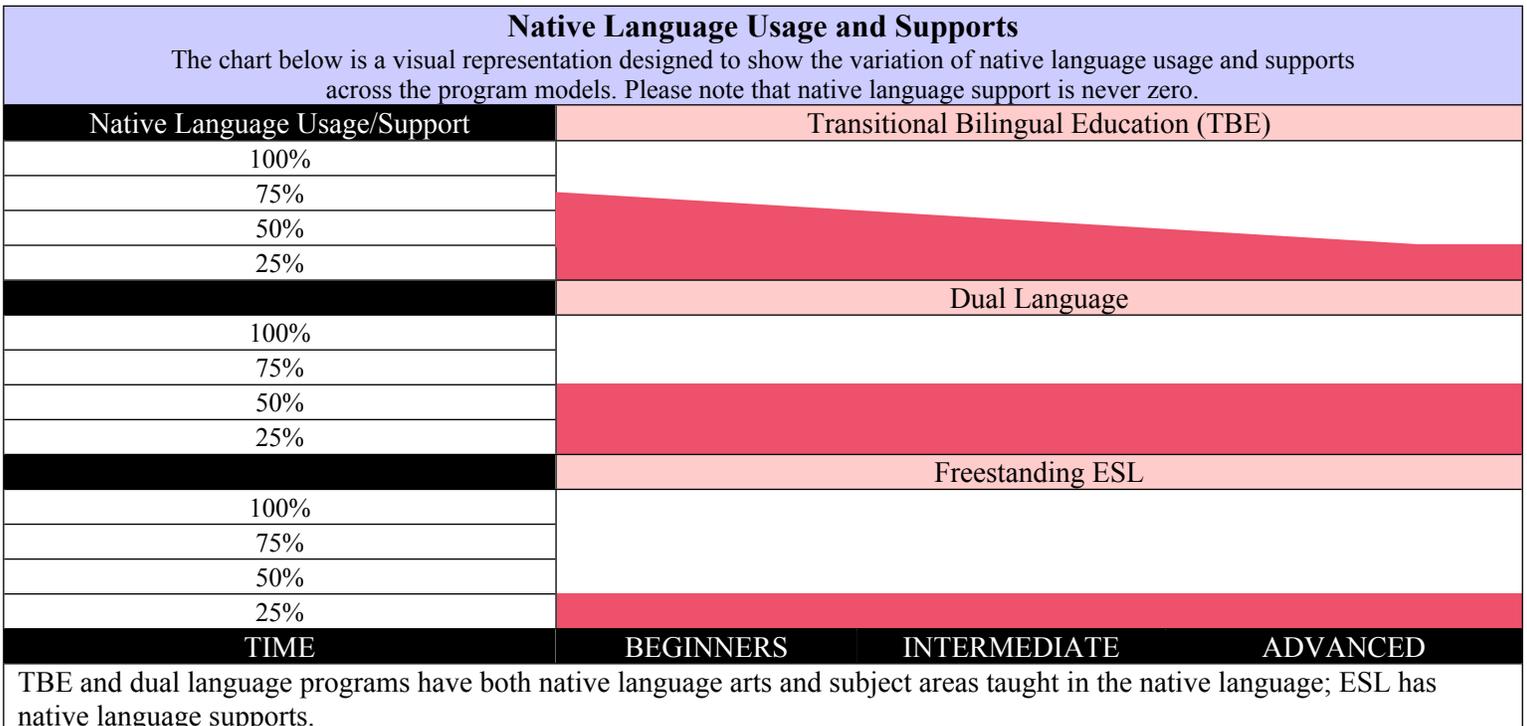
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	

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



B. Programming and Scheduling Information--Continued

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

8. 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.

9. 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.
- 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.

B. Programming and Scheduling Information--Continued

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

8. 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.

9. 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
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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
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- Regents Prep is provided to students who failed the Regents
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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:

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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. For every native language group is provided support by native language speaking pedagogues. 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. We also have annual events to encourage parent participation including: the International Thanksgiving Feast, Back to School Night, Parent Movie Night, Parent Field Trip, as well as the College Tour.

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
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In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our 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 designed by school and staff members that outlines how parents, school staff and students share the responsibility

E. Parental Involvement

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

provided support by native language speaking pedagogues. 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. We also have annual events to encourage parent participation including: the International Thanksgiving Feast, Back to School Night, Parent Movie Night, Parent Field Trip, as well as the College Tour.

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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. All staff members are involved in on-going, embedded professional development that is provided during common planning, on designated PD days, or during departmental workshops. The school-wide professional development topics include Data Gathering and Interpretation, Instructional and Literacy Strategies Across the Content Areas, Addressing Students with Special Needs and Relevance. Each monthly topical cycle will include inquiry of ELLs and SWD, exceeding the Jose P. requirements of 7.5 hours of training for all staff members. Professional development is provided, monitored and records are kept by the UFT-TC and/or department heads.

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.

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 Academy including Advisory, 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 workshops to meet the needs of ELLs, students with special needs and all students: Using Protocols to Look at Student Work, Professional Learning Communities, Using Data to Drive Instruction, Student Engagement, Instructional Strategies, Differentiated Instruction, Inquiry Learning, and SMART Goals (Reflections for Pre-planning). The on-going inquiry cycles will cover Data Gathering and Interpretation, Instructional and Literacy Strategies Across the Content Areas, Addressing Students with Special Needs and Relevance.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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Additional Information

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

Paste additional information here

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)										1	0	0	1	2
Intermediate(I)										10	4	8	1	23
Advanced (A)										5	7	6	1	19
Total	0	0	0	0	0	0	0	0	0	16	11	14	3	44

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

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

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9		4	
Integrated Algebra	11		8	
Geometry	2		0	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry				
Earth Science	5	6	1	0
Living Environment	10	12	2	2
Physics				
Global History and Geography	11	8	7	7
US History and Government	3	11	3	11
Foreign Language		3		3
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. We utilize Scantron Performance Series, the Periodic Assessment and diagnostic tests from the Keystone 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 Keystone, a uniform curriculum for all grades.

2. Based on our NYSESLAT and LAB-R data and the 2011-2012 Request for Extension of Services students who have received services for three years and beyond have not met performance standards in listening and writing. For the 2010-2011 NYSESLAT listening and speaking modalities of the students tested 23 tested at the proficient level, 13 at the advanced, 8 intermediate and 0 at the beginner level. None of our ninth grade students tested at the beginner level. Of the 18 9th graders tested 4 were intermediate, 6 advanced, and 8 were proficient. Ten 10 tenth grade students were tested, none tested at the beginning level, 2 were intermediate, 2 advanced and 6 tested proficient. Eleven eleventh graders were assessed, 0 tested beginner, 2 were intermediate, 3 advanced, and 6 proficient. Of the 5 twelfth graders tested, none tested at the beginner or intermediate level, 2 tested advanced, and 3 at proficient.

In the reading and writing modality, only 2 students tested at the beginning level, 19 tested intermediate, 17 were advanced and 6 were proficient. Of the ninth graders tested only 1 tested at the beginning level, 8 at the intermediate and 5 were advanced, and 4 were proficient. None of our tenth grade students were beginners, 4 were intermediate, 6 advanced and none were proficient. Of the 11 eleventh graders none were beginners, 6 tested intermediate and 5 were advanced. Of the 5 twelfth graders tested 1 tested at beginner level, one was intermediate, one was advanced and 2 were proficient.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>August Martin High School</u>		School DBN: <u>27Q400</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Cromer	Principal		1/1/01
Michele Washington	Assistant Principal		1/1/01
Nadege Afgan	Parent Coordinator		1/1/01
Christine Norton	ESL Teacher		1/1/01
Jose Ferruzola	Parent		1/1/01
Geuse Robert	Teacher/Subject Area		1/1/01
Felicia Gillespie	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Toyin Barnes	Guidance Counselor		1/1/01
Roberto Hernandez	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q400 **School Name:** August Martin High School

Cluster: Jose Ruiz **Network:** CFN 611

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

Part A: Needs Assessment Findings

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

Using our school's current demographic data, 16 of our ELL students come from homes where Haitian Creole is spoken. In addition, the largest majority of our ESL student's home language is also Haitian Creole. The remaining 29 students speak Spanish (6), French (7), French Haitian (9), Arabic (3), Bengali (1), Fulani (1), and Yoruba (2). Our students who speak languages other than English comprise less than 4% of the population. Our school does provide translation and interpretation services to all of our limited English-speaking parents of Hispanic, French, Spanish and Haitian Creole origin, as the need arises. Our parent-coordinator has a list of teachers who volunteer to interpret when the need arises, as well.

All data is ascertained from the HLIS, ATS and at the ELL Parent Orientation as well as during on site enrollment and is maintained by the ELL Coordinator. Additional translation services are provided by the Department of Education Translation and Interpretation Unit.

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

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

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

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

Part B: Strategies and Activities

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

Written translation will be provided in-house by staff, namely native and (non-native) speakers of Spanish, French, Haitian Creole, Arabic and Urdu. Documents needing translation are submitted to the ELL Coordinator for distribution to translators who translate and submit copies for recording and distribution to the requesting parties. Each office (ex. Guidance, Dean) submits documents deemed key to parent need and student success.

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

- ~ Registration, application, selection, transfer and discharge
- ~ Schoolwide policies, rules and regulations
- ~ Freshman Orientation resources
- ~ Graduation requirements
- ~ Related services resources

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

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

- Parent/Teacher Conferences
- Annual Freshman Orientation meeting
- Parent Association meetings
- Meetings with attendance personnel
- Special Education related services meetings
- Meetings with Guidance Counselors or deans

□ Other meetings with school personnel concerning their child's education

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

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

- Provide parents requiring language assistance services with written notification of their rights regarding translation and interpretation services in available languages including 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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: August Martin High School	DBN: 27Q400
Cluster Leader: Roberto Hernandez	Network Leader: Jose Ruiz
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other: ICU periods weekly
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

We have several students with varying levels of proficiency as determined by their NYSESLAT & LAB –R designations. While we have supported instruction throughout the school day through the free standing ESL classes, we have identified the need for on-going support through the after-school program. We determined that it was still necessary to increase scholarship as well as Regents performance for our ELLs. Both parents and students consented that there was a need for additional academic intervention beyond what was provided during the weekly tutoring sessions offered by the school. Specifically, we identified instructors that were able to support ELLs as they were either certified ESL instructors or bilingual and monolingual content area instructors.

At present, an after-school tutoring program is being conducted for ELLs from Monday to Thursday for one hour. The tutoring is scheduled to provide support for both the Fall and Spring semesters. All ELLs, regardless of grade or proficiency, are advised of the program and invited to attend. The classes are being taught by monolingual English-speaking and bilingual teachers. The program is currently being run to provide ELLs with assistance in preparing for the English, Math, Living Environment, Chemistry, Earth Science, Global History and US History Regents examinations. Additionally, all students are provided content area tutoring by many of these same instructors through ICU Monday and Wednesday during the school day. Students receive one-on-one support in these tutoring sessions.

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. Certified ELL teachers provide this instruction in the afterschool program to extend support in language acquisition and proficiency and Regents performance. In an effort to assist ELLs to meet the overarching school goals we have integrated technology into the ELL program using computers and I-Pads to increase engagement and provide more efficient instructional support.

All instruction in the content areas is provided in English by 5 instructors. As a school community we emphasize the use of Differentiated Instruction, Cooperative Instruction, the use of graphic-organizers, bi-lingual dictionaries and glossaries, laptops and I-Pads for translation to enrich language development. Students are encouraged to take Regents Exams in native languages, if available. Native language assessments are translated by staff members to ensure appropriate evaluation. Students are also provided alternative language editions of exams in Global History, US History, Integrated algebra, Earth Science and Living Environment.

The instructional strategies for the development of English language proficiency are based heavily on Cummins' (2003) views on the nature of language proficiency. For ELLs in the school system less than

Part B: Direct Instruction Supplemental Program Information

three years, equal emphasis is placed on the acquisition of all three major aspects of language proficiency; conversational fluency, discrete language skills and academic language proficiency. Emphasis is placed on the development of discrete language skills and academic language proficiency for students who have been in the school for six years or more. 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 are scheduled and take the Periodic Assessment and NYSESLAT Exams. A paraprofessional has been placed in the classes to assist the special education students, as per their IEP.

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

ELL Content Area Instruction – The current textbooks: Keystone, 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.

The supervisor ensures successful delivery of the mandated program and services, assuring efficient

Part B: Direct Instruction Supplemental Program Information

scheduling, communication between all constituents (school community/administration, parents/Parent Coordinator, ELL Coordinator, students and instructors), orientation meetings, utilization of resources/timesheets, data analysis, report completion, program coordination with ELL coordinator including but not limited to trips and supplemental services.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

All staff members are involved in on-going, embedded professional development that is provided during common planning, on designated PD days, or during departmental workshops. The school-wide professional development topics include Data Gathering and Interpretation, Instructional and Literacy Strategies Across the Content Areas, Addressing Students with Special Needs (ELLs & SWD) and Relevance. Our Professional Development calendar spans the 10 month school year. Each monthly topical cycle will include inquiry of ELLs and SWD, exceeding the Jose P. requirements of 7.5 hours of training for all staff members. Professional development is provided, monitored and records are kept by the UFT-TC, Network and/or department heads.

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.

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 Network.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

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. 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:

Our 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 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, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness

Part D: Parental Engagement Activities

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 designed by school and staff members that outlines how parents, school staff and students share the responsibility for improving learning.

- During monthly PTA and SLT meetings, and quarterly PTA Executive Board meetings, there is discussion of, and decisions made, 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 sub-committees created by Community Coordinator that include parents who are members of the School Leadership Team, Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills
- maintain a Community Coordinator to serve as a liaison between the school and families. The Community 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 Community Coordinator will also maintain a log of events and activities planned for parents each month in a central file.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; bullying, health awareness, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

Our school will further encourage school-level parental involvement by:

Part D: Parental Engagement Activities

- holding an annual Title I Meeting
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events, such as a Mother-Daughter Brunch, Father Son Basketball Day, and End-of-Year Barbeque.
- establishing a Parent Resource Center with 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;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our 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. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

IV. 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

Part D: Parental Engagement Activities

- Hire faculty with significant graduate training in their field of expertise.
- Develop academic coursework that meets or exceeds all mandated time requirements for the four core academic classes
- implementing a curriculum aligned to the Common Core State Learning Standards
- Every student will receive academic support in a small group setting in order to provide added support for the four core academic classes as well as all state mandated examinations.
- Curriculum and instruction will be of high quality and designed by staff in a collaborative fashion and with the guidance of in-house professional development, regional resources, and private educational entities such as S.T.A.R.R, Inc., BENI [Brooklyn Empowerment Neighborhood Initiative], and New Perspectives Theater Company. These institutions ensure that instruction is differentiated to meet the varied skill levels of the students.
- Assess school-wide academic needs and establish additional tutoring sessions to meet the majority of those needs

Support home-school relationships and improve communication by:

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- Classics will provide parents with school-wide progress reports six times per school year-specifically three times per school term
- Additionally, Classics will provide parents with school-wide report cards six times per school year-specifically, three times per school term
- Hold parent-teacher conferences October and April per citywide calendar
- Individual classroom teachers will contact parents if a student is not being academically

Part D: Parental Engagement Activities

successful and consult with guidance for suitable interventions to promote academic success

- Individual advisory teachers will also contact parents if a student is not being academically successful and will also consult with guidance for suitable interventions to promote academic success.
- The guidance department will provide intensive outreach to families of students who are not maintaining academic success in order to collaboratively develop an action plan to promote academic success.

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities on Open School Days
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
- Staff members will be available to parents weekly through phone outreach, in a school conference by appointment or walk-in inquiry.
- Staff will be available for consultation at parent-teacher conferences and by appointment.
- Community Coordinator will be available for consultation during school hours
- Progress reports will be sent home half way through each marking period.
- Guidance counselor will meet with parents weekly to provide parents with information about their child's progress
- Parents will be trained in ARIS and will be able to track their child's progress via computer.

Provide general support to parents by:

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

Part D: Parental Engagement Activities

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

V. Parent/Guardian Responsibilities:

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

Part D: Parental Engagement Activities

- share responsibility for the improved academic achievement of my child;
- Monitoring attendance, daily phone calls by staff, using ARIS, making sure my child is on time and prepared everyday for school
- Making sure that homework is complete, scheduling daily homework time; Workshop conducted by Community Coordinator
- Monitoring amount of television my child watches, and providing an environment conducive to study; Workshop conducted by Community Coordinator
- Volunteering in my child's classroom;
- Participating, as appropriate, in decisions relating to my children's education; School Leadership Team
- Promoting positive use of my child's extracurricular time; After school Programs
- Staying informed about my child's education and communicating with Classics by promptly reading all notices from Classics or Classics' district received either by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on Classics School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, Classics Support Team or other school advisory or policy groups.

VI. Student Responsibilities:

- attend school regularly and arrive on time
- complete my homework, submit all assignments on time, and ask for help when I need it
- follow the school rules and be responsible for my actions
- show respect for myself, other people and property\']
- try to resolve disagreements or conflicts peacefully
- always try my best to learn
- give my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school

As a result of surveys we identified that ELL parents desired ESL classes, job hunting assistance, housing searches, career development, 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

Part D: Parental Engagement Activities

take place via phone or in a classroom setting. We will be holding our Third Annual International Thanksgiving Potluck Feast to support socialization and embedding ELL parent involvement in to the culture of the school. We are pleased to note that 13 parents have received jobs due to our support.

Additionally, parents are provided on the spot interpretation services by bilingual teachers.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11240

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) <ul style="list-style-type: none"> • Per session • Per diem 	\$5582.81	After-school Tutoring Program 16 weeks x 5 teachers x hour x 1 day weekly x \$49.89 = \$3998.40 ELL Coordinator/ PD/ Testing Coordination 16 weeks x 1 teacher x 1.2 hours weekly x 19.2 hours x \$49.89 = \$957.89 16 weeks x 1 administrator x .75 hours/wk x \$52.21 = \$626.52
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	0	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$1365.19	Curricular - ESL Books, updated classroom libraries, native language/ESL dictionaries •Native Language/English dictionaries—Pearson Longman
Educational Software	0	

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11240

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	\$600.00	Extracurricular - Fields trips for ESL students to museums, plays and places of interest, Admission fees
Other	\$3692.00	Extracurricular - Food & miscellaneous items for International Food Fest and Culture I-Pads for instructional Support
TOTAL	\$11,240.00	