



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**SCHOOL NAME:** AUGUST MARTIN HIGH SCHOOL

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

**PRINCIPAL:** GILLIAN SMITH

**EMAIL:** [GSMITH6@SCHOOLS.NYC.GOV](mailto:GSMITH6@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** TAMIKA MATHESON



**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Gillian Smith	*Principal or Designee	
Ricardo Davis	*UFT Chapter Leader or Designee	
John Bolds	*PA/PTA President or Designated Co-President	
Celeste Johnson	DC 37 Representative, if applicable	
Nicole Pena	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
Roberto Joachim	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
Edmund Cintron	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
William E. Perry	CBO Representative, if applicable	
Mary Davis	CBO Representative, if applicable	
Moonee Rivers	Member/	
Mohammad Bilal	Member/	
Helese Crawford	Member/	
Anyah Walton	Member/	
Jocelyn Rodgers	Member/	
Nicole Dorsey	Member/Parent/SLT Secretary	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school’s Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## Mission Statement

Named after the first black airline pilot in the United States, August Martin High School has 5 Academies (Aviation and Technology, Communication Arts, Culinary Arts, Legal Studies, and Medical Technology) that create access and opportunity, through a rigorous and relevant curriculum. Our belief is that performance based assessment with an interdisciplinary focus allows our students to be college, career, and life ready. We offer a college preparatory program that focuses on skills necessary to be successful in college and careers with the understanding that all knowledge is interrelated. It is our mission to graduate lifelong learners that will be change agents within their community, profession and world.

The goal of August Martin is to bring educational access and opportunity to all of our students. It is our belief that our learning community allows us to build on skills and academic content that engage our students in interdisciplinary learning experiences. This journey will prepare them for college and create a desire to become a lifelong learner.

- ✓ Our 5 Academies Aviation and Technology, Communication Arts, Culinary Arts, Legal Studies, and Medical Technology engage students in curriculum relevant to their lives. These experiences allow them to be college and career ready.
- ✓ Our various partnerships allow us to engage the community in the educational journey of the school. These partnerships enhance our curriculum. Our authentic relationships provide support for families in our community, allowing the school to become a core feature of the community it serves.
- ✓ The Advisory program supports the growth of our students. The Advisors serve as student-advocates and family liaisons. Through Advisory, students take responsibility for their own learning and personal growth

We believe that students, when given an opportunity to engage in learning that is relevant to their lives, will result in success, and college and career readiness. With ISA we have embraced seven principles that will shape the journey of our school community:

## Curriculum & Instructional Model

We believe that students, when given an opportunity to engage in learning that is relevant to their lives, will result in success, and college and career readiness. Teachers will facilitate inquiry-based student centered classroom learning. Student assignments will demonstrate higher-order thinking and they will be outcome based. Students will demonstrate mastery through culminating performance based assessments. Our students will engage in four years of study in all of the core content areas.

AMHS schedule will allow for teachers to collaborate within their Academies and departments. Our Inquiry Team design that includes teachers in each grade level will provide the teachers an opportunity to assess specific student needs, identify measurable goals for subgroups, and identify ways of providing the necessary supports for students to achieve success. During our meetings teachers will engage in case conferencing of students, establishing curricula for Advisory Groups, developing cross-curricula writing projects and creating interdisciplinary curriculum that focus on skills. .

Each Academy will undergo a comprehensive expansion of its curriculum to include writing and project-based learning. Each Academy will have a four-year course scope and sequence plan with detailed descriptions of how it aligns to the school's instructional goals, SLC themes, and classroom written projects. In addition, each Academy will have an intervention component that focuses on students who are not meeting grade level proficiency. Achieve Now will be in place for our over age and under credit students.

Committed to the belief that all students can learn at high levels, AMHS believes that in order to achieve college and career readiness, students will engage in and demonstrate evidence of inquiry-based learning, classrooms must be student centered, including differentiated instruction evidenced by alternative groupings in the classroom, and daily writing. Our ICT classes will give our special needs students an opportunity to engage in relevant curriculum that supports their academic and social growth. Our end of semester projects will be aligned to the Common Core Learning Standards. Advisory courses will culminate in a theme-based project to ensure all students, including ELLs and students with disabilities, have the opportunity to further develop their critical thinking and writing skills. In addition to the specific core curriculum requirements, each Academy will provide students with specific skills and requirements for the career path they have selected. In addition to the instructional support structure, each student will have an advisor, to guide, mentor, and support with learning. The advisor will work closely with each student and their families to ensure the successful completion of established personal and academic short and long term goals and projects.

The adults in the AMHS community understand that we work for our students. Our task is to create a learning experience that inspires them to become life-long learners. We are clear that we should all want to send our own children to AMHS.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- After the school leadership identifies a school professional development goal, ie differentiated instruction, department agendas, Chancellor’s Staff Development Days, faculty meeting and other professional development offerings should reflect this goal. School professional development should be aligned with school goals and should have accountability component to monitor implementation. (JIT, 11/2010, p.8)

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 2.2 School leader’s vision

\_\_\_\_\_ 2.4 School leader’s use of resources

X  2.3 Systems and structures for school development

\_\_\_\_\_ 2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

By June 2013 90% of the teachers will demonstrate improvement as measured by a research based framework for teaching, as a result of targeted professional development.

The school has a year-long Professional Development Plan, that was designed based on recommendations of the JIT from 2010-2011. Professional development occurs each Wednesday in the afternoon for two hours, twice a month on Wednesday’s for an hour, as well as in department meetings on Monday afternoons. In addition, teachers will attend monthly professional development sessions provided by: The Institute for Student Achievement (ISA) and receive in-school coaching, Educators for Social Responsibility supporting with the implementation and growth of the school Advisory program, Pure Elements infusing the arts into curriculum for English Language Learners. In addition, a group of five educators attended a conference with the School Reform Initiative, in order to build facilitation skills of our academy and department leaders, which supports the growth of teachers within both academies and departments. Principal and Assistant Principals offer professional development, in school settings to ensure understanding and implementation of selected domains and competencies. As part of the Professional Development plan and implementation, the Principal engages staff in creating and reflecting on the Theory of Action, to identify alignment with the school’s Mission Statement. Teachers will self-assess individual teaching practice, and academy wide teaching practice to identify next steps in actualizing the Mission Statement. Within academies, teams will then identify common practices to ensure alignment and enactment of a Mission-Driven school, using Danielson’s framework as a guide and measuring stick.

Snapshot observations and formative feedback will occur after each visit by the Principal/Assistant Principals. All teachers will receive a minimum of 4 short visits per term. The Principal and Assistant Principals follow a schedule for teacher observations, using a research-based rubric, and log them on a Google doc., for transparency. Within academies, teacher teams will conduct inter-visitations and provide formative feedback using a research-based rubric.

A team of 10 teachers and administrators will participate in a year-long Focus Group with the Common Core Institute. This group will lead and facilitate a school-wide initiative to infuse the CC into all classrooms. Teachers will have dedicated time during Professional Development to build and revise common-core aligned Professional Development, with the support of ISA, Common Core Institute, and department facilitators. All teachers use and have access to curriculum library (E-chalk website) on school’s website, with catalog of reference materials, (curriculum includes CCLS aligned tasks and units).

Teacher Portfolios demonstrate evidence of improved teacher practice and process, capturing samples/artifacts in the following categories: Student Learning, Instructional Practice, Professional Contributions, individual and academy SMART goals, and Professional Development.

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_\_\_

**Service and program coordination**

- We will use Title 1 Priority/Focus SWP and TLSFS and Title 1 SWP and Rollover Small Learning Commun 28555 to support Professional Development for teachers through per session and absence coverages. We will also use the same allocations to pay for supports given by FHAO, DOE, ISA, and ESR. We will also use the same coding to purchase professional readings and subscriptions for school staff. Approximately 40 teachers will participate in offsite professional development through ISA, FHAO or DOE . Teacher should receive approximately 5 days of professional development. We will use absence coverages to pay for this professional development, Aproximately 15 teachers will participate in after school or Saturday professional development. Teacher will receive 25 hours each, totaling 375 hours -



**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- We will use Title 1 Priority/Focus SWP and TLSFS and Title 1 SWP and Rollover Small Learning Commun 28555 to support Professional Development for teachers through per session and absence coverages. We will also use the same allocations to pay for supports given by ISA, and ESR. We will also use the same coding to purchase professional readings and subscriptions for school staff. .
- Members of the Professional Development Focus group will participate in monthly professional development with Common Core Institute; their focus will be "How do we define an AMHS graduate." A core group of teachers will take the Black Belt course through Common Core Institute. All teachers participating will receive a certificate of completion as CCLS facilitators. They will then conduct ongoing professional development to increase capacity. We will purchase the book, Looking at Student Work. . Aproximately 15 teachers , 2 AP, 1 GC and the Principal will participate in after school or Saturday professional development. All members will receive 30 hours each, totaling 570 hours -
- In order to collaborate effectively we will use, Title 1 Priority/Focus SWP and TLSFS and Title 1 SWP and Rollover Small Learning Community 28555, to support Professional Development for teachers. . Approximately 40 teachers will participate in offsite professional development through ISA, FHAO or DOE . Teacher should receive approximately 5 days of professional development. We will use absence coverages to pay for this professional development, Aproximately 15 teachers will participate in after school or Saturday professional development. Teacher will receive 25 hours each, totaling 375 hours -
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session and absence coverages. We will also use the same allocations to pay for supports given by ISA, and ESR. We will also use the same coding to purchase professional readings and subscriptions for school staff. . We will identify two teacher leaders to coordinate echalk/skedula they will receive 25 hours per session for training and implementations . Totally 50 hours Approximately 40 teachers will participate in offsite professional development through ISA, FHAO or DOE . Teacher should receive approximately 5 days of professional development. Teachers participating in workshops for parents after school; gc will facilitate college readiness workshops; AP Special Ed and AP guidance will facilitate workshops on special education reform will receive persession. Funding Approximately (3 teachers x 5 hours = 15 hours) ( 3 gc X 5 hours = 15 hours) ( 2 AP x 5 hours = 10 hours) Total hours 40 hours

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**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

Recognition programs of student success, such as awards, academic certificates of achievement and student of the week program should be in place. **(JIT, 11/2010, p.7)**

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

- x
- 5.2 Systems and partnerships  5.4 Safety
- 5.3 Vision for social and emotional developmental health  5.5 Use of data and student needs

**Annual Goal #4**

- **By August 2013 there will be a 5% increase in student’s attendance and credit accumulation, with support of school recognition programs and effective partnerships with CBO’s, as measured by attendance data and comparative transcript audit (2011-2012 / 2012-2013).**

**Instructional strategies/activities**

The school currently uses a deficit model in approaching our school community. Our goal is to create a culture that comes from a strength-based perspective to support parents and students. We are clear we must invest time and resources in changing the practice of discipline, towards a practice of success. Through bi weekly CBO meeting we will be able to track progress and impact of the CBO’s as it relates to student achievement and parent involvement. The infusion of the CBO’s into the fabric of the school will create a norm around success. The goal of our advisory program is to also create meaningful relationships between staff/students/parents. It is imperative that we engage staff in meaningful professional development that allows us to build capacity. Members of the attendance committee, advisors and guidance counselors will engage in professional development sessions with *Educators for Social Responsibility*, as well as DOE provided parent engagement and attendance PD.

In order to increase student achievement we must create a culture that celebrates success and recognizes improvement. Within AMHS there has not been a clear process to show the importance on being an active community member through attendance and academic achievement. It is clear to us that we have to build bridges to support the students that struggle the most and simultaneously show them the celebration of success. It is our goal to recognize through school process and support through our CBO to create a strong culture.

Action Plan: The CBO coordinator Mark Williams with align services of CBO to effectively engage students. He will conduct bi-weekly meetings to discuss, outreach: data: coordination of services. He will also actively reach out to other CBOs that will effectively engage AMHS students and parents. At the end of every marking period we will conduct a data analysis for impact.

COB-Synopsis	Target Market/ Enrollment	Meeting Times	Office	Liaison/ Staff
The United Black Men Of Queens- A 27 week mentoring program for boys geared to turning boys into me.	Males from 9th to 12th grade	Saturdays 9am-1pm	Library	Rodney Pride (rpride454@aol.com)
Community Mediation Services- Works with student	Incoming 9th Graders with 20-75 absences during las middle	Group Session- B10 After School- 110	393	Kyla Stock (kydstock@gmail.com)

to help improve attendance by instilling a positive inside and outside of school.	school year, as well as 10th grader that were previously in the program	After School- 114		Tate (mtate@mediatenyc.org)
Community Mediation Services -Provides job readiness training and tutoring in math with the goal of improving grades	Open to 60 students between the grades of 9th and 12th. Possible High School credits (electives). To earn credits students must complete 54 hours.	Mon.- 3:40-5:15 pm Wed.- 2-5 pm	253	Geronda Porterfield (gporterfield@mediationnyc.org)
Publicolor- Uses painting a way to bridge the gap between high school and college as well as interaction between students throughout the NYC system.	Open to 9th- 12th graders. Only 14 students per session. Possible High School Art credit. To earn credits students must complete 54 hours	Tuesday-Friday 2:30-5 pm Saturday 9 am-3 pm	228	Sidibe
OYIN Work Program- Provides training in editing and production for upper classmen that are interest in Mass Communication.	Open to 11th and 12th graders interested in a career in Mass Communications.	Monday, Wednesday, Friday	314/316	Angela Dessisso (oyinenterpriseinc@gmail.com)
Teen R.A.P.P. Program- Helps students with relationship issues and emotional and behavioral issues	9th-12th grader that may be having relationship, behavioral, and/or emotional issues			David Zelamsky (davidz@camba.org)

Create a positive school culture by implementing a series of structures that recognizes outstanding and improving students in the following categories:

- Academic Achievement
- Attendance
- Community Involvement/
- School Policies
- Most Improved
- Two ceremonies will be held to honor students who will receive awards earned in the 5 categories listed above.
- The first ceremony will be held in the Spring 2013, and the second ceremony will be held in the Fall 2013.

During Weekly Wednesday Academy meetings teachers will collaborate and submit three names of students who they would like to recognize. Each academy has the option of choosing their own categories for honoring students. Below are examples:

- **Academic Achievement Award**
  - Students who are nominated for this award must have an overall average greater than 79%

- **Most Academically Improved Award**
  - Students who are nominated for this category cannot currently be failing any class in that academy; however, if they were failing previously and have increased their grade to passing then they may be nominated to receive the award.
  - This award should be based on attendance, class work, homework, exams, projects, extra credit, extra help during lunch and after school
  - The academic increase in grades must be by 5%
- **School (Uniform) Policy Award**
  - Teachers will continue to submit weekly progress of students who are adhering to uniform policy and progress will be submitted to Ms. Abbasi.
  - The Advisory Class where all students are adhering to the uniform policy will receive the monthly award at the end of each month.
  - The monthly winner will be celebrated in the weekly Advisory Notes.
- **Attendance Awards**
  - Will be completed by the Attendance Coordinator. All attendance lists will be shared with staff prior to awarding students. Attendance Awards will be distributed as follows:
    - Perfect Attendance Award (weekly): will award the student who does not have any cuts or lateness that week.
    - 90% and Above Attendance Award (weekly): will list every student that week who attained the goal students cannot have lateness or cuts.
    - Most Improved Attendance (weekly): will be awarded to all students who increase their attendance by 10% they cannot have cuts or lates.
    - The Monthly Attendance Award (monthly): will be given to the top student with perfect attendance that month (student can not have any cuts or latenesses)
  - Attendance Awards will improve student outcomes, by celebrating student success in small and large school settings.
  - Attendance Committee will monitor data, using the inquiry team process to measure connections with celebration and improved attendance.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Priority / Focus Funding

**Service and program coordination**

- Publicolor, ESR and OYIN are also funded through Title 1 Priority/Focus SWP and TLSFS and Title 1 SWP and Rollover Small Learning Community 28555, to support Professional Development for teachers through per session and absence coverages. We will also use the same allocations to pay for supports given by ISA and various CBO's. We will also use the same coding to purchase professional readings and subscriptions for school staff. We will be using OTPS money to purchase attendance incentives. There will be per session for Guidance Counselors to complete transcript audits. Coordinator for CBO after school program will receive per session hours ( 2 -3 staff members approximately 50 hours) . Sending staff members to workshops on building school culuture, bullying etc (absence coverage for 10 staff members)  
Data analyst 2 staff members approximately 20 hours.
- We will use the \$10,000 for the Transportation of Pupils line to pay for busses to offer students access to college trips, and reward incentive programs throughout the city. Within each of the five academies, 30 students will be selected to participate in trips. There will be 2 buses, ordered for each of the four college trips. College trips will support in raising awareness and promoting a college-going culture. Advisory classes will take trips 2 times each semester, as part of community-building opportunities and reward incentive programs.

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- A process for identifying at-risk students upon entrance to school that then provides a concise plan for academic intervention, guidance support, as well as giving students access to the most challenging classes, should be developed and consistently implemented. **(JIT, 2011/10, p. 6).**

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- 6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

By August 2013 there will be a 20% increase in the special education student promotion rate, as measured by school-wide scholarship reports.

**Strategies to increase parental involvement and engagement**

Upon admission (ongoing) Special Education students will be identified and assessed through a written sample and math assessment. Our Integrated Support Team (IST) that is facilitated by an Assistant Principal will create a “road map” for students that will be shared with parents. Students will receive a flexible schedule based on their needs. In order to assure that parents and students clearly understand their goals and supports, Special Education students will be placed in advisories with a special education teacher as an advisor. Teachers will have weekly Professional Development to collaboratively plan what advisory looks like, to best meet the needs to all students. In addition, Special Education teachers will have weekly meetings to review curriculum, setting goals and focus on writing quality Individual Education Plan’s (IEPs).

It is imperative that teachers have the ability to differentiate lessons but also have the ability to engage parents in discussion on how to support their child in the High School journey. We will have professional development for teachers that focus on UDL and ICT. ICT Teachers will have identified common planning time, to support the design of intentional lessons for all students, using the Universal Design for Learning approach. As we continue our journey to support the “whole” student, we will work with Educators for Social Responsibility (ESR) to focus on adolescent development and academic advisement.

The school will launch an interactive multi language website by February 21, 2013. The PTA will have a dedicated page as a parent resource center. We have implemented SKEDULA which allows parents to track student progress, attendance and supports parent/teacher communication. Skedula also allows us to monitor school-wide academic expectation and rigor, via grade-books, assignments, and feedback to students (via anecdotes). With the parent coordinator and our CBO’s, we will have bi-monthly parent workshops that focus on supporting students academically and emotionally.

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

- Tax Levy               Title IA               Title IIA               Title III               Set Aside               Grants               Other-describe here: \_\_\_\_\_

**Service and program coordination**

- We will pay for Skedula (Datacation) in order to foster communication, encourage parent involvement and increase student engagement, with Educational Software Funds. We will also have training for parents, staff and students, using these funds. We will pay for other various platforms to continue increased communication and parent involvement using with Educational Software Funds, and Title 1 Priority Focus Parent Engagement.
- In an effort to create a Welcoming Environment, we've Partnered with PubliColor, an organization that involves students and teachers in painting the school with bright and welcome colors. This has been funded through Title 1 Priority/Focus SWP and TLSFS and Title 1.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	ELA Tutoring	Small group work – Mon, Tues, and Thursday Small group – Mon, Tues, Thurs and Fri	3:45-5:45 7:55 – 8:55
Mathematics	Math Support	Small group work – Mon, Tues, and Thursday Small group work – Tues, Thurs Small group work – Wed, Fri	3:45 -5:45 2:36 – 3:36 2:36 – 3:36
Science	Science Tutoring	Small group work – Mon, Tues, and Thursday	3:45-5:45
Social Studies	Social Studies Tutoring	Small group – Mon, Tues, and Thursday	3:45-5:45
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Intervention Support Social Worker Guidance Lessons	Individual counseling/Group Counseling	During the school day

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

AMHS will implement a hiring committee that works with the DOE to screen and hire teachers with the specific skills and talent necessary to implement change and rapidly raise student achievement from the levels currently seen at August Martin. To support staff and create a community of collaboration we will put in place professional development programs including:

To implement a true professional learning community we will work with Common Core Institute, ISA, SRI, FHAO and ESR. Through ongoing professional development teachers will share best practices, collaborate; hold each other accountable for high-achievement and success. We will have weekly professional development meetings that are built on the school goals.

Teachers will also receive professional development to best support the learning needs of different students (ELL, Special Education) and the inquiry based/student centered model of teaching and learning. This includes flexible grouping/differentiation, connections across content, and focus on inquiry in essential and focused questions, student engagement, and staying on task. Our schedule will allow for teachers to collaborate within their Academies and Departments. An Inquiry Team design that includes teachers in each grade level will provide the teachers an opportunity to assess specific student needs, identify measurable goals for subgroups, and identify ways of providing the necessary supports for students to achieve success.

The FOCUS group in the school (8 teachers, 3 administrators) will receive certification for Common Core Alignment through Common Core Institute, Blackbelt program.

Committed to the belief that all students can learn at high levels, AMHS believes that in order to achieve college and career readiness, students must engage in and demonstrate evidence of inquiry-based learning, classrooms must be student centered, including differentiated instruction evidenced by alternative groupings in the classroom, and daily writing and end of semester projects must be aligned to the Common Core Learning Standards. Differentiated professional development for staff members will allow staff members to grow individually as well as turn-key new learning.

AMHS is a member of the iZone community of schools. The iZone is a community of schools seeking to increase students' achievement in K-12, college, and their careers by supporting innovative educational strategies and school models that personalize learning around the needs, motivations, and strengths of each student. iZone schools personalize learning by choosing the ideas, technologies, and tools that work best for their school community. As an iZone school, we will participate in iLearnNYC, which allows middle and high schools to flexibly meet the needs of individual students through online and blended learning, which combines traditional face-to-face instruction with online learning.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, 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;
- 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 1<sup>st</sup> 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;
- 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;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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:**

- 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;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Jose Ruiz/Roberto Hernandez</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>400</b>
School Name <b>August Martin High School</b>			

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

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

### 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1067</b>	Total Number of ELLs	<b>45</b>	ELLs as share of total student population (%)	<b>4.22%</b>
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										12	20	6	7	45
<b>Push-In</b>														0
<b>Total</b>	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
<b>TOTAL</b>	<b>0</b>													

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																		
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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:

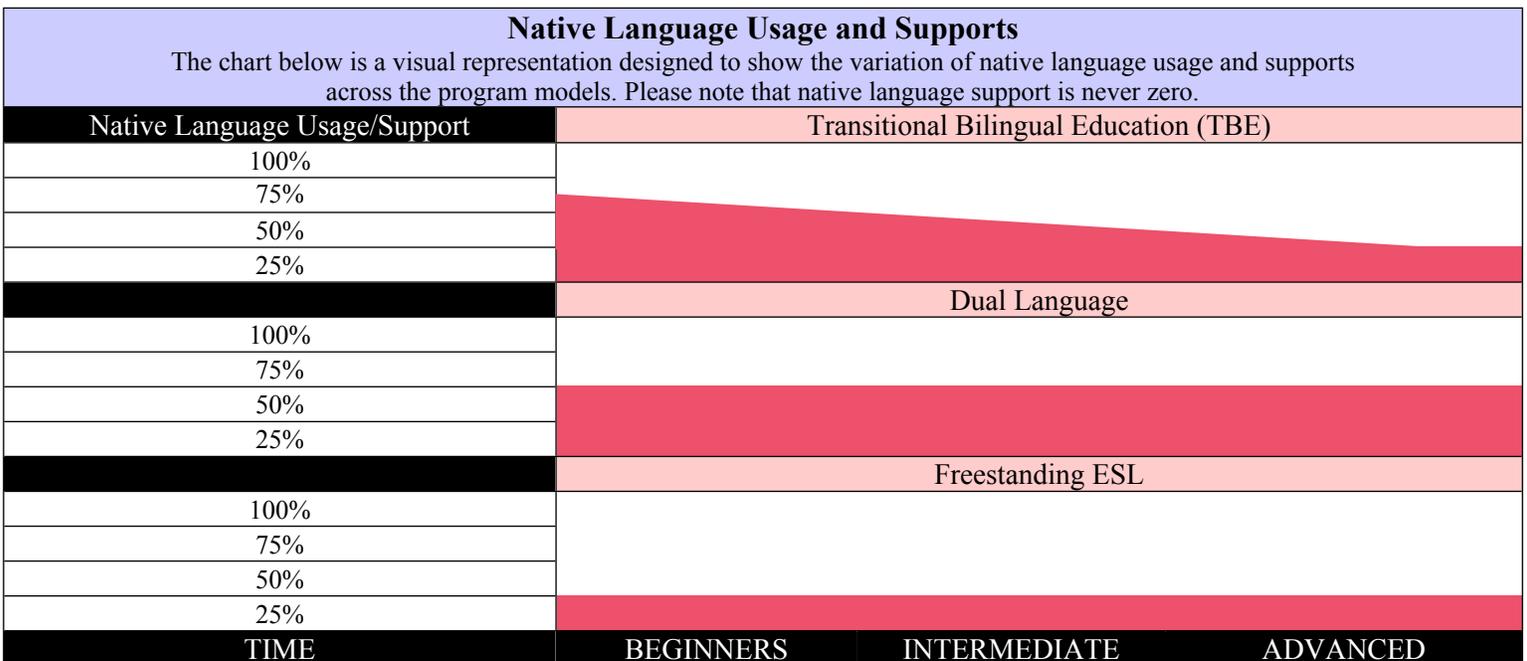
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## **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.

#### Science.

- Those are used to appropriately apply homework and other credits to students.
- Lab makeup sessions during the regular school day.
- Tutoring
- Saturday School Tutoring – Pending Budget Approval
- Regents Prep is provided to students who failed the Regents
- SES tutoring – Princeton Review/ Ready, Set Go/ Champion Learning
- Summer Bridge Program – Freshman Initiative

#### Social Studies

- Intensive Tutoring to help students meet the standards – One on one tutoring
- Social Studies teachers provide the names of students that are in need of counseling.
- Parents are contacted by telephone or department letter when their son or daughter is repeatedly absent.

- Students that are taking Social Studies are provided with skills that will aid them in improving their study habits.
- Intensive academic instruction is accomplished by instituting the requirements of the Social Studies Action Plan. Each instructor is helping the students to grow to their maximum potential by including:
  - Critical thinking questions in all lessons, homework and examinations.
  - Writing skills in (a) lessons; (b) homework; (c) examinations
  - Regents type multiple choice questions and essays on all examinations
  - Cooperative learning strategies to reduce failure
  - Map skill exercises in (a) lessons; (b) homework; (c) exams
    - Assignments that build students skills through the use of computers and the internet.
  - Regents Prep is provided to students who failed the Regents
  - Saturday School Tutoring – Pending Budget Approval
  - SES tutoring – Princeton Review/ Ready, Set Go/ Champion Learning
  - Summer Bridge Program – Freshman Initiative

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

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

11. We will discontinue the offering of ELL tutoring on Saturday due to poor attendance. Despite extensive advertisement for the Saturday program ELL enrollment and attendance has been too low to continue the service. Students will continue to be offered content specific tutoring through Saturday School, weekly tutoring and services through the ELL After-school Institute.

12. Equal access is afforded to all school programs including afterschool and supplemental services through the support structure of the ELL classroom and guidance counselors. Teachers ensure that ELLs are aware of available programs and services offered to all students as well as the fact that we have a club designed specifically to provide an opportunity for interaction with other non-English speaking or English proficient students.

13. Instructional materials used to support ELL instruction include audio and video, current textbooks: Shining Star, Visions and Bridges to Literature, Interactive Reader, Getting Ready for The English Regents Essays, and Getting Ready for the NYSESLAT and Beyond facilitate instruction in English Language Arts and the content areas. Simultaneous use of English and alternative language editions on the Regents exams, use of native language/English dictionaries and glossaries in class and on exams, bi-lingual word and picture dictionaries, extended time on classroom tests and Regents exams, and the availability of the school based Writing Center for literacy and tutorial support. Technology utilized to support ELL Include the use of SmartBoard Technology, laptops and desktop computers, I-pads with native language translation, listening centers, and graphing calculators.

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

15. Support services and resources correspond to student need and/or IEP. Additionally, AIS (ex. regents prep classes) may be assigned as per grade level to ensure success on upcoming assessments. Tutoring services are aligned to grade level to support academic assessment needs.

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

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

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

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

1. 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.
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
- The school will work with the ESL Coordinator to provide appropriate translators for parent meetings

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 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:

- 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
- 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 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 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;

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;
- 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
2. Partnerships have been established with local businesses and CBO's including CMS. These businesses and organizations have provided workshops and assistance to parents at both PTA meetings and monthly on-site workshops.

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

Getting to Know your Child's High School Workshop/Orientation

Introduction to Common Core Learning Standards

Graduation Requirements Financial Aid

Tax Preparation

Defensive Driving

Computer Literacy

ARIS Parent Training

4. As a result of surveys we identified that ELL parents desired ESL classes, which were provided during the summer. Additionally, parents are supported by the parent coordinator with job hunting, housing searches, career development through Dress for Success, visits to NYC to familiarize newcomers with travel and services, immigration paperwork processing, health insurance, offsite workshops to familiarize parents with diverse culture and social norms. We have also provided offsite free english conversation classes that take place via phone or in a classroom setting. We will be holding our 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 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
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
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)									

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
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.

Of the 44 students tested using the NYSESLAT and LAB-R data we were able to summarize our overall proficiency based on the data; 2 beginners, 21 intermediate students, 16 advanced and 5 proficient. Overall our students are performing predominantly at the intermediate and advanced levels.

3. As we look at the strengths and weaknesses across the NYSESLAT modalities we recognize that differentiated instruction and assessment will help us to address the needs of our ELLs. School Leadership and teachers are involved in on-going, imbedded professional development that is provided during common planning, on designated PD days, or during departmental workshops. The school-wide

professional development topics include 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. Select instructors participate in off-site professional development that is provided by the UFT-Teacher Center or our selected Network. The four modalities-listening, speaking, reading and writing- are constantly developed. This is accomplished through the following: Listening /Speaking activities –audio and video, teacher talk, peer exchanges, Oral Presentations, discussions, Reading and Writing Strategies, Elements of the Workshop Model of Instruction.

Reading/Writing activities - Reading Workshop, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Group Reading, Writing Workshop, Modeled Writing, Shared Writing, Guided Writing, Independent Writing, Paired/Group Writing.

Additionally, support will be provided in for Content Area Instruction – The current textbooks: Keystone, Interactive Reader, and Getting Ready for the NYSESLAT and Beyond facilitate instruction in English Language Arts and the content areas. Students continue to need support with development of Critical Thinking Skills.

4. In looking at the Regents data for all student taking native language exams in 2010/2011 we note that there was marked achievement in History, most notably 88% on the Global and Geography exam and 100% on US History and Government. All students taking French LOTE Exams were native speakers and passed, reflecting the trend that we experienced for the past two years with the success of LOTE exam takers. 73% of the students taking the Integrated Algebra exam passed. Test achievement continues to improve as we utilize the recommended state accommodations for ELLs. Alternative language editions of the Regents exams, bilingual glossaries and dictionaries, extended time, separate locations, third readings, writing responses in the native languages, as well as, oral translations have supported improved results in testing. We recognize the need to continue to strengthen support and increase the use of native language resources in the core content areas to improve student performance.

b. As the school continues to review the periodic assessment and achievement data, instruction is tailored to target and address the modalities that need assistance and remediation. The accommodations that have been recommended for state exams have also been recommended for classroom assessment including; time extensions for testing, use of bilingual dictionaries and glossaries, simultaneous use of English and alternate language editions (if available), and writing exams in the native language. Teachers who are proficient in some of the native languages of word and picture dictionaries and glossaries in both the ESL and content area classes. ESL classroom libraries also include native language novels. We have expanded the use of native language within the ESL program by including oral translation for lower-incidence languages. The use of native language support for periodic assessments has been particularly successful in History, as a result we will continue to encourage the use of native language assessments.

c. Continued focus on the key modalities of listening, reading, and writing is required. Incremental improvements have been realized, however, overall performance continues to be the focus as we implement the ELL instructional plan. While we have made efforts to include native language in the instructional plan through native language texts in classroom libraries, native language glossaries and oral translation, it is not evident that it is positively impacting student performance, to date.

5. N/A

6. Program assessment includes evaluating achievement data on the NYSESLAT exam, Regents Exams, overall scholarship data, formative and summative achievement, credit accumulation, and graduation rate.

### 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**

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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

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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.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: August Martin HS	DBN: 27Q400
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

### 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 will begin to integrate the arts to increase literacy and comprehension of content. We are also using the arts to work with our beginning students as they transition into AMHS. Pure Elements is a New York City-based arts in education/in school residence program which uses multiple forms of art to enhance literacy and promote community involvement. They deliver uniquely-designed, comprehensive programs which promote exposure to art, culture, professionalism, discipline, creativity and personal responsibility. Our ESL/ELA/SS teachers will work with teaching artists to plan curricula that integrate art, poetry, and drama to deepen students' understanding and provide multiple forms of expression in the classroom. Our after school intergartion program will focus on our beginners and intermediate level ESL students. The classes will be conducted in English. There will be a certified ESL teacher and a teaching artist providing instruction. The ESL teachers have access to an array of resources, which includes a wide variety of videos, music, Powerpoint presentations, and books on tape to support reading comprehension and content in all classes.

Three teachers certified in their respective area of discipline, ESL, ELA, Social Studies, will provide instruction in collaboration with teaching artists to approximately 35 students. The program is scheduled to have 52 sessions, that will meet twice weekly for a total of 2 hours per week.

### 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: Staff at AMHS participate in a variety of professional development opportunities. The school's program includes a weekly 50 minute planning time for departments; 120 minutes planning time for departments monthly; in which all teachers have an opportunity to meet for the following activities: Subject meetings/ planning time; Advisories meetings; Pupil Personnel Team Meetings/ Focus groups meetings; Interdisciplinary Academy Meetings; and others.

The ESL team meets with the ELA/Social Studies department during designated common meeting time for professional development activities to continue the work in the following areas:

☐ Applying the CCSS ; Improving formal writing ; Scaffolding instruction for ELL and reading and writing through the content area, using QTEL; Using technology as a tool to teach ELL; The

**Part C: Professional Development**

development of an interdisciplinary Humanities curriculum incorporating history, the arts, language and technology; Advisories

Through our in-house professional development program, all ELL personnel receive professional development in reading and writing strategies for two hours once per month. ESL team members attend regular ESL workshops and conferences. Additionally, teachers on the ESL team have attended QTEL workshops in literacy and content instruction, which have then been turnkeyed to all teachers. The above professional development activities more than fulfill the minimum requirement for ESL professional development annually.

**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: In order to support our parents we will have a number of workshops that allow them engage in the educational journey of their child. Based on our parent survey we will offer workshops in: Skedula, literacy, graduation requirements, aris, social/emotional support for teenagers. We will also work with our CBO's to offer parents workshops that are specific to the needs of their children. Parents will be notified through mailings, phone messenger and on our website.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		