



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: AUGUST MARTIN HIGH SCHOOL

DBN (i.e. 01M001): 27Q400

Principal: GILLIAN SMITH

Principal Email: GSMITH6@SCHOOLS.NYC.GOV

Superintendent: TAMEIKA MATHESON

Network Leader: MALIKA BIBBS

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Darlene Dobbs	*Principal or Designee	
Ricardo Davis	*UFT Chapter Leader or Designee	
Anyah Walton	*PA/PTA President or Designated Co-President	
Celeste Johnson	DC 37 Representative, if applicable	
Chanelle Adechokan	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Timesha Frank	Member/ Student Representative	
Jean Moise Casseus	Member/ Student Representative	
Dwight Jack	Member/ PTA Vice President/Parent	
Jackie Mitchell Ormsby	Member/ PTA Treasurer/Parent	
Kathleen Williams	Member/ Parent	
Helese Crawford	Member/ Parent	
Monee River	Member/ UFT Teacher	
Jacqueline Smartt	Member/ UFT Teacher	
	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 27Q400

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	853	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	13	# SETSS	4	# Integrated Collaborative Teaching	89
Types and Number of Special Classes (2013-14)					
# Visual Arts	12	# Music	12	# Drama	N/A
# Foreign Language	20	# Dance	N/A	# CTE	18
School Composition (2012-13)					
% Title I Population	63.2%	% Attendance Rate			79.3%
% Free Lunch	64.7%	% Reduced Lunch			4.3%
% Limited English Proficient	4.9%	% Students with Disabilities			21.3%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.7%	% Black or African American			79.8%
% Hispanic or Latino	10.4%	% Asian or Native Hawaiian/Pacific Islander			7.0%
% White	1.4%	% Multi-Racial			0.7%
Personnel (2012-13)					
Years Principal Assigned to School	8.03	# of Assistant Principals			4
# of Deans	N/A	# of Counselors/Social Workers			8
% of Teachers with No Valid Teaching Certificate	1.7%	% Teaching Out of Certification			12.0%
% Teaching with Fewer Than 3 Years of Experience	15.3%	Average Teacher Absences			7.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	64.1%	Mathematics Performance at levels 3 & 4			35.9%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			39.2%
6 Year Graduation Rate	69.6%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP							
Describe the strengths of your school's 12-13 SCEP.							
<p>The school has organized its resources and makes scheduling decisions to meet the academic needs of students.</p> <p>The school has established relationships with various partners to advance both academic and socio-emotional needs of students.</p> <p>The school is organized into 5 academies. Students remain in their selected academy with a core group of teachers for the duration of their high school career.</p> <p>The school uses the academy to allocate time for common planning.</p> <p>The school has good structures in place to promote a safe environment and inclusive culture.</p> <p>Teacher teams are organized within committees, academies and by department.</p>							
Describe the areas for improvement in your school's 12-13 SCEP.							
<p>Need to further develop Common Core aligned curricula and rigorous academic tasks across grades and content areas</p> <p>Deepen instructional practices to create a range of opportunities for all students to access the curricula and produce meaningful work products.</p> <p>Strengthen assessment and feedback practices to accurately inform decisions at school, team and classroom level.</p>							
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.							
<p>While there had been professional development for teachers prior to the new Principals arrival at the school, there was not a targeted approach across the school. Content area teachers were focused more on coverage of content rather than helping build skills and teaching content specific strategies that supported a range of learners.</p> <p>In spite of designated common planning time for teachers, inconsistent implementation was observed across classrooms.</p> <p>Students with IEPs and ELL students had not been adequately prepared to meet the Common Core shifts thus preparing for College and Career readiness.</p>							
Describe the degree to which your school's 12-13 SCEP was successfully implemented.							
<p>All teachers were observed using the Danielson framework.</p> <p>Six common assessments were created by teacher teams.</p> <p>Teacher teams began the process of Looking at Student Work as a vehicle for collecting student data.</p> <p>Teachers created 6 Common Core aligned units with the support of extensive professional development.</p>							
Were all the goals within your school's 12-13 SCEP accomplished?				Yes	<input checked="" type="checkbox"/>	No	
If all the goals were not accomplished, provide an explanation.							
<p>While we were successful in meeting some of our goals, we clearly need to continue to work collaboratively on increasing Special Education credit accumulation and improving student attendance. The school had an enormous number of LTAs on register and much effort and resources were put into making sure that all students were accounted for and either continued with schooling at August Martin or were placed in alternative programs. The school did not have effective attendance taking system in order to account for students who were absent.</p> <p>In terms of credit accumulation for our students on IEPs there was a year of transition in 2012-13. We needed to reexamine how we were placing students for their academic program and needed to provide targeted supports for them in order for them to be successful. Our teachers also needed more professional development in order to better serve students particularly in ICT classes.</p> <p>Lastly, there is an ongoing need for extended learning time for our students to be successful and a shortage of licensed Special education teachers available to them.</p>							
Did the identified activities receive the funding necessary to achieve the corresponding goals?				<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
<p>While we will continue to build capacity around Common Core aligned curriculum, there is a challenge with consistent implementation. The new Common Core Math and English Regents will certainly be a challenge for our students this upcoming June.</p> <p>Administrators have had to get out of their comfort zones this year. Each administrator is responsible for a cross disciplinary group of teachers and there is a need for us to continue professional development in order for them to help support effective teaching practices.</p> <p>Budget uncertainties always make planning ahead a challenge.</p>				
List the 13-14 student academic achievement targets for the identified sub-groups.				

5% increases in Attendance 5% increase in credit accumulation for the following sub groups:

Special Education

Lowest Third

Over age and Under credited students

Describe how the school leader(s) will communicate with school staff and the community.

Goals for the SCEP were determined by Administrative team. Once the preliminary goals were created they were reviewed by staff and parents for feedback. We specifically used 2012-13 Progress Report data as a lens to examine student progress with all constituents (teachers, parents, students). We will continue under the leadership of the Assistant Principals to monitor student progress at the end of each marking period with all stakeholders. The more we continue to publicly examine data as a community the broader the investment in our school will be.

Describe your theory of action at the core of your school's SCEP.

The goal of August Martin is to bring educational access and opportunity to all of our students . Named after the first black airline pilot in the United States, August Martin High School has 4 Academies (Aviation and Technology, Communication Arts, Culinary Arts, and Legal Studies) 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. 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

Describe the strategy for executing your theory of action in your school's SCEP.

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. 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.

List the key elements and other unique characteristics of your school's SCEP.

We have partnered with a number of CBO's that are intimately connected to the school. We have created a plan that allows them to become part of the community. Hence, having the ability to challenge us on our strengths and weaknesses. Teachers are released 3 hours per month to meet as a department to focus on assessment, common core alignment and teacher effectiveness. Our CBO's have space in the building which allows them to consistently work on the goals of the school and have authentic relationships with staff, students and parents.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Our School Development Committee (SDC) will work with our partnerships to build capacity to allow us to turnkey and ultimately manage the improvement plan. The Administrative staff meets weekly to review our progress. At the end of each Marking Period the Administrative Team presents their progress on goals to staff and students. We use a rubric to give them feedback. We will continue to work hard to engage parents across our school community.

Goal and Action Plan #1 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

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

Review Type:	JIT	Year:	2010	Page Number:	8	HEDI Rating:	N/A
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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	X	2.3 Systems and structures for school development
x	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 75% of teachers will show at least one level of growth in 4 components areas, Domain 1 Planning and Preparation(1E, 1F), Domain 2 The Classroom Environment , Domain 3 Instruction (3B, 3D), Domain 4 Professional Responsibilities.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy –Develop a year-long Professional Development Plan aligned with the school goal of using data to inform instruction/teacher practice the is assessed and monitored regularly. (2.3)

1. Principal and Assistant Principals offer professional development a minimum of three times a week to ensure understanding and implementation of selected domains and competencies Domain 1 Planning and Preparation(1E, 1F), Domain 2 The Classroom Environment , Domain 3 Instruction (3B, 3D), Domain 4 Professional Responsibilities.
2. The Assistant Principals meet weekly for three hours to norm observations practices (2.3) Observations will be accompanied by immediate actionable feedback and next steps based on the Danielson Framework for Teaching (2.3)
3. Teacher teams will review data from Marking periods using a prescribed protocol to analyze trends and supports needed (2.3)
4. Principal and Assistant Principals will review data from Teach Boost monthly to analyze teacher growth. (2.3)
5. All teachers will engage in self-assessment of teaching practices based on professional development topics. Self-assessment data will be used to revise professional development plan (2.3)

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators
2. APs, CFN Coach
3. Teacher Teams
4. Administrators
5. All teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 50 % of teachers will increase one level of growth at the end of each semester in accordance with the HEDI rating.
2. 50% of teachers will show improvement in their teaching practice as identified in the Danielson rubric.
3. Course passing rate will increase by 15%
4. 50% of teachers will use protocols and resources published on the schools website to increase one level of growth at the end of each semester in accordance with the HEDI rating.
5. All teachers will be tracked for progress and individual professional development plans will be assessed and revised a minimum of 3 times a year.

D. Timeline for implementation and completion including start and end dates

1. Beginning October 2013 Administrator will conduct weekly PD ending June 2014.
2. Beginning October 2013 weekly for 3 hours ending in June 2014
3. Beginning October 2013 ending in June 2014
4. Monthly beginning November 2013 ending June 2014
5. By January 2014 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. We will use Title 1 Priority/Focus SWP to support Professional Development for teachers through per session and absence coverage's. We will use absence coverage's to pay for this professional development
2. No cost
3. We will also use Title 1 Priority/Focus SWP to purchase professional readings and subscriptions for school staff.
4. Approximately 15 teachers will participate in after school or Saturday professional development. Teacher will receive 25 hours each of per session, totaling 375 hours using Title 1 Priority/Focus SWP
5. Teachers will receive 25 hours each of per session, totaling 375 hours using Title 1 Priority/Focus SWP

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
6. Rollover Small Learning Communities Grant											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
x	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
x	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders				

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Professional Development should be provided to ensure that all lessons plan objectives and classroom observations are consistently reflective of state standards

Further develop Common Core aligned curricula and rigorous academic tasks across grades and content areas to promote higher order thinking skills and cognitively engage all learners. (1.1)

Review Type:	JIT/SQR	Year:	2010/2013	Page Number:	3 /4	HEDI Rating:	NA/D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 90% of teachers will have been supported by professional development in the area of curriculum design that is aligned to key standards as evidenced by the creation and implementation of at least four Common Core Aligned Units of Study in all disciplines.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy – All teachers will participate in professional growth communities that shift teaching practices (3.4)

1. Through the implementation and creation of a clear professional development plan, 90% of teachers will engage in professional development sessions that meet the needs of the whole school as evidenced by increased student achievement. Individualized professional development plans for teachers that highlight steps for support and progress will be created through Achievement Planning sessions, which will be conducted at least once per semester during which teachers along with administrators will set SMART goals. (3.4)
2. Teachers will receive ongoing support to assist them in designing curriculum that is rigorous, engaging and relevant to student's lives through planning sessions CLI/ ISA coaches. Teachers will engage in professional development around the use of protocols and CFG's. Teacher teams within departments will engage in collaborative inquiry through the development of Critical Friends Groups to ensure that curriculum is rigorous and in alignment with the CCLS. (3.4)
3. Monthly, teacher teams will collaborate to share and analyze lesson unit plans and discuss how to deepen reading, writing and literacy tools to strengthen students' abilities to use textual evidence in writing and discussion. Teachers will engage in inter-visitation of classes guided by an approved protocol will be implemented to ensure tasks are aligned to CCLS, Instructional Shifts, Differentiation strategies and Universal Design for Learning. (3.4)
4. A focus group consisting of at least one teacher per discipline, Assistant Principal(s), guidance counselor, and CTE teacher will participate in professional development around developing and delivering instructional units that are aligned with the CCLS. (3.4)
5. Teacher leaders from each department will attend monthly professional development to ensure understanding, alignment and implementation of the CCLS and Citywide Instructional Expectations facilitated by Common Core Institute. Teacher leaders who have participated in monthly professional development sessions will also assist in this process by facilitating departmental and small group sessions. (3.4)
6. Observations and feedback sessions will be conducted by Principal, AP, ISA coaches and CFN 404 Instructional Support. Teacher Teams will create a plan for shifts in instruction based on actionable feedback from Principal, Assistant Principals, ISA Coaches and CFN 404 Instructional Support. Staff will also participate in a book study using "Common Core for the Not- so- Common Learners, by Andrea Honigfeld and Maria Dove. We will use this text to identify strategies that increase students understanding and mastery of skills. (3.4)

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, CFN, ISA, and CLI coaches
2. CLI and ISA coaches
3. Administrators and ISA and CLI coaches
4. Administrators and ISA and CLI coaches
5. Grade Team Leaders
6. Administration, CFN, ISA, and CLI coaches

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 4% increase in student credit accumulation for Semester 1 for all students with a total increase of 6% by August 2014
2. Teacher Portfolios with evidence & artifacts of performance tasks aligned to CCLS will be created by January 2014 and updated monthly through June 2014. 60% of the performance task will increase their HEDI level by one level .
3. Creating and revising performance tasks using Webb's Depth of Knowledge Alignment Tool will be used to measure rigor. Student scholarship will increase by 5% by June 2014.
4. This group will meet on a monthly basis and will create the road map to engage teachers in the work around mapping and alignment.

5. 60% of the lesson plans will increase their HEDI level by one level in domain1e: planning and preparation from the original to the modified lesson.
6. By June 2014, teachers will have an instructional plan in place to assist the needs for all subgroups of students in our school.

D. Timeline for implementation and completion including start and end dates

1. Beginning October 2013 Weekly Professional Development ending in June 2014
2. January 2014 Conference followed by bi-weekly PD ending in June 2014
3. Monthly beginning October 2013 ending in June 2014
4. Focus group will beginning in Winter 2013 meeting bi-monthly through June 2014
5. Monthly beginning Winter 2013 ending in June 2014.
6. Bi-Weekly beginning November 2013 ending in June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. We will use Title 1 Priority/Focus SWP and Rollover Small Learning Communities funds to support Professional Development for teachers through per session. We will use absence coverage's to pay for this professional development
2. We will use Title 1 Priority/Focus SWP to support Professional Development for teachers through per session. We will also use the same funding source to purchase professional readings and subscriptions for school staff.
3. Members of the Professional Development Focus group will participate in monthly professional development with Common Core Institute; We will use Title 1 Priority/Focus SWP
4. We will use Title 1 Priority/Focus SWP for team through per session; Approximately 15 teachers , 2 AP, 1 GC and the Principal will participate in after school or Saturday professional development
5. We will use Title 1 Priority/Focus SWP and Rollover Small Learning Communities funds to support Professional Development for teachers through per session. We will use absence coverage's to pay for this professional development
6. We will purchase the book, Common Core for the Not- so- Common Learners, by Andrea Honigsfeld and Maria Dove; We will use Tax Levy NYSTL text book funds.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS	x	PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

A school-wide grading policy that values and requires assessment results to be a significant portion of the grade should be established.

Strengthen assessment and feedback practices to accurately inform decisions at school, team and classroom levels, thus meeting the needs of all students. (2.2)

Review Type:	JIT/SQR	Year:	2010/2013	Page Number:	5/5	HEDI Rating:	N/A/D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 each department will create six common assessments that will measure student mastery of content and skill. Each assessment will be included in the student's final grade.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy - Teacher teams will focus on creating common assessments. (4.2)

Activity

1. Teachers receive professional development that engages teachers in creating meaningful assessments. During professional development time, departments create common assessments and rubrics based upon agreed upon curriculum, and then review and revise. Common assessments are given multiple times a year, and are graded with feedback using a school-wide system. (4.2)
2. Inquiry teams engage in the analysis of the assessment data using protocols, to inform instruction and the quality of assessment. (4.2)
3. All teachers utilize Skedula to keep grade-books, and assignments, as well as to input final grades. Teachers will update Skedula periodically to provide ongoing feedback on the targeted content and skills. Students and teachers have access to Pupil-Path (student version of Skedula), and this tool offers a venue for ongoing communication between home and school, as well as allowing students to self-monitor. At the end of each semester, students and families will receive copies of their College-Readiness Tracker, a credit tracker that illustrates credits accrued by subject area.(4.2)

B. Key personnel and other resources used to implement each strategy/activity

1. All Teachers and monitored by Administrators
2. Inquiry teams and monitored by Administrators
3. All Teachers and monitored by Administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By February 2014 teams will have engaged in 3 cycles of review of assessment based on using student work.
2. To see alignment between curriculum and assessments
3. 65% of students will use Skedula regularly to monitor their progress on assessments administered.

D. Timeline for implementation and completion including start and end dates

1. We will create 6 common assessments between October 2013 and June 2014 with 6 cycles of review.
2. We will engage in 6 cycles of analysis of assessment data by June 2014.
3. By June 2014 65% students will have logged on to Skedula a minimum of 3 times to review progress.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. We will pay for Skedula (Datacation) in order to increase communication, parent participation and 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 SWP funds, Tax Levy FSF.
2. We will use Title 1 Priority/Focus SWP funds and Rollover Small Learning Community funds to support Professional Development for teachers through per session and absence coverage's. We will also use the same allocations to pay for supports given by ISA, and ESR. We will also use the same funding to purchase professional readings and subscriptions for school staff.
3. We will identify two teacher leaders to coordinate echalk/skedula they will receive 25 hours per session for training and implementation. Teacher should receive approximately 5 days of professional development. We will use Title 1 Priority/Focus SWP funds.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS	x	PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Recognition programs of student success, such as awards, academic certificates of achievement and student of the week program should be in place			
Review Type:	JIT	Year:	2010
		Page Number:	7
		HEDI Rating:	N/A

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By August 2014 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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy: To support student achievement through our advisory program and partnerships with Community Based Organizations by creating meaningful relationships between staff and students.
Activity
1. 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 attendance professional development. (5.2)
2. The CBO coordinator will align services of all CBOs to effectively engage students. He will conduct bi-weekly meetings to discuss, outreach, data, and 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. (5.2)
3. In order to increase student achievement we will create a culture that celebrates success and recognizes improvement by implementing a series of structures that recognizes outstanding and improvements in the following categories: Academic Achievement; Attendance; Community Involvement; Most Improved; School (Uniform) Policy Award (5.2)

B. Key personnel and other resources used to implement each strategy/activity

1. Attendance committee and Guidance Counselors
2. CBO coordinator
3. Guidance Counselors and Parent Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Implement student recognition systems at the end of each semester that is visible school wide.
2. Create 2 CBO fairs targeted to parents to inform about school based supports for students.
3. Create two ceremonies to honor students who received awards earned in the 5 categories listed above.

D. Timeline for implementation and completion including start and end dates

1. Beginning January 2014 and ending June 2014
2. First fair October 2013 and the second fair in March 2014
3. The first ceremony will be held in the Fall 2013, and the second ceremony will be held in the Spring 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Title 1 Priority/Focus SWP, to support Professional Development for teachers through per session and absence coverage's.
2. Coordinator for CBO after school program will receive per session hours (2 -3 staff members approximately 50 hours) using Title 1 Priority/Focus SWP
3. We will be using Tax Levy FSF money to purchase attendance incentives.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .											
X	PF AIS	X	PF CTE		PF College & Career Readiness				PF Common Core		
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		X	PF Parent Engagement			
X	PF Positive Behavioral Management Programs				PF RTI				PF Supporting Great Teachers & Leaders		

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
<i>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</i>											
Review Type:	JIT	Year:	2010	Page Number:	6	HEDI Rating:	N/A				

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.											
	6.2 Welcoming environment					6.3 Reciprocal communication					
	6.4 Partnerships and responsibilities				X	6.5 Use of data and families					

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By August 2014 there will be a 10% increase in a- risk students credit accumulation .											

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).											
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A. Strategies/activities that encompass the needs of identified subgroups

Strategy: In an effort to address (promotion, attendance) of at risk students (special education students, English Language Learners, LTA) upon admission (ongoing) a review of incoming transcripts by Guidance Counselors allow students to be properly placed in their academic program. Our Integrated Support Team (IST) facilitated by a Teacher Leader will create a "road map" for students that will be shared with students and parents via written and verbal communication. (6.5)

Activity

1. Student programs will be designed to address the individual needs of each student based on-going assessments. (6.5)
2. All students are closely monitored by an advisor, in order to assure that parents and students clearly understand their goals and supports. Teachers will have weekly Professional Development with Educators for Social Responsibility (ESR) to focus on adolescent development and academic advisement. (6.5)
3. Students are also assigned a guidance counselor according to their cohort to ensure graduation and promotion requirements are continuously monitored and communicated to both students and parents.
4. Special Education teachers will have weekly meetings to set goals and focus on writing quality Individual Education Plan's (IEPs). (6.5)
5. We will continue to use 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). (6.5)
6. Parent coordinator and our CBO' have 3 parent workshops that focus on supporting students academically and emotionally. (6.5)

B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Administrators and Guidance Counselors. Administrators, Advisors, and ESR (CBO). Guidance Counselors and Administrators. Administrators, Special Education teachers, CFN RTI coach. Administrators Parent coordinator and CBOs.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Mid-year review of programming and scholarship to ensure on-going programming based on individual student needs. Advisors will share updated information with parent via Skedula 3 times during the school year. Guidance counselor will conduct 2 transcript reviews and share information with Advisors Administrators and CFN RTI coach will review goals and IEPs bi-monthly to ensure students are receiving appropriate supports. Administrator will monitor weekly updates and provide feedback. A 5% increase in parent participation in parent workshops.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> The timeline for implementation began in September 2013-June 2014. Beginning Fall 2013, Winter 2014, Spring 2014. On-going school year 2013-2014 On-going school year 2013-2014 On-going school year 2013-2014 Beginning Fall 2013, Winter 2014, Spring 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> No cost Title 1 Priority/Focus SWP, to support Professional Development for teachers through per session and absence coverage's No cost No cost Title 1 Priority/Focus SWP Title 1 Priority/Focus SWP

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement				
	PF Positive Behavioral Management Programs			X	PF RTI		PF Supporting Great Teachers & Leaders	X			

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

- 1) By June 2014, increase our ELA Regents passing rate by 10%, compared to test scores of 2012-2013.

- 2) By June 2014, 60% students enrolled in the ELT program will earn, at least, 1 credit.

- 3) By June 2014, increase parent attendance at scheduled parent meetings by 10%.

- 4) By June 2014, increase school wide attendance by 5%.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Activity – provide after school tutorial services in all core subjects, minimum of 2 hours per week (5 days per week) to increase students ability to pass State standard exams. Program runs from October 2013-May 2014 for a total of 250 hours.
2. Activity – Students will be allowed to enroll in credit and non-credit bearing courses. In order to maintain participation and attendance ALL participating class/program leaders will call students (parents of) who are absent two consecutive meeting times. Classes will run 3 times a week from February 2014-June 2014. Each class meets a total of 3 hours a week per class for a total of 200 hours.
3. Activity – Offer families of students vibrant programming (workshops) that educate on topics such as: gang awareness, health and fitness, cyber bullying, college/career readiness, conflict resolution for teenagers, Academic support resources, and use of school based technology programs (skedula, ilearn, and echalk)
4. Activity – To assist in increasing student attendance, offer a broad array of additional services designed to reinforce and complement the regular academic program, such as: drug and violence prevention programs, dance, music, and recreation programs, technology education programs, and character education programs.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. After school Program-administrators, teachers, guidance staff, school aides
2. Administrators, teachers, guidance, school aides and community associate. Our partners: (CMS, Urban Arts, Child Center)
3. King of Kings, CMS, Parent Coordinator, Guidance Staff
4. King of Kings, CMS, Urban Arts, Child Center, Parent Coordinator and Guidance Staff

C. Identify the target population to be served by the ELT program.

1. Students who fall within the lowest 3rd of our population.
2. Special education students
3. Economically disadvantaged
4. All students

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

X	21st Century	x	Tax Levy	x	Title I SWP		Title I TA		Title I PF		C4E
	Title III		Title I SIG		PTA Funded	x	Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

N/A

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the Activities section.

United Black Men of Queens: A 27 week mentoring program for young men.
 Community Mediation Services: Works both one on one and in small groups with students to improve attendance by instilling a positive attitude both in and out of school. They also provide tutoring in math and coaching in job readiness.
 Publicolor-Uses painting to bridge the gap between high school and college. Helps support students in resume writing and with afterschool credit bearing program.
 OYIN Work Program provides training in editing and production for upperclassman who have an interest in mass communication.
 Teen Rap Program provides tools and strategies to help students build healthy relationships
 Urban Arts provides an afterschool dance and music program as well as works in core classes with select teachers.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

Our partners work collaboratively under the coordination of our Community Associate. They meet monthly to monitor student growth and share resources.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Additional classes will be added to student's schedules in the Spring term to allow for remediation of previous classes, regents preparation, and for seniors who need specific classes to graduate in June 2014. Since these classes will enlist students of different levels they will be taught by exemplary teachers who will use differentiated instruction techniques to maximize each class potential.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

After school program which offers, dance class, art and music instruction, tutoring for English, History, Math & Science.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

ELT address the unique learning needs by looking at student data to determine instructional and credit needs of students. It also addresses interests of students through interest surveys given throughout the school year

Our partners work with our families to provide further support to ensure success in ELT.

D. Are the additional hours mandatory or voluntary?		Mandatory	x	Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

The credit bearing classes are mandated for all students who are off track for graduation. We invite students to attend (both via counselors and a letter home to parents). Our Urban Arts program is voluntary and in our first year, a growing number of students are participating.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

August Martin is meeting its responsibility to provide interventions for students who need support services to increase student achievement via our Summer Program and our Afterschool credit recovery program and tutorials. These programs are based on data and student need.

G. Are you using an ELT provider procured using the MTAC process?	x	Yes		No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

Collecting data at the end of each Marking Period to monitor course pass rates as well as credit accumulation. We will also review student work as part of our inquiry cycle. We require our CBOs to submit mid-year and end year analysis reports to demonstrate impact on student performance.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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 Academic Support	Small group – Tues. & Thurs. Mon. & Wed.	2:45-3:45 3:45-4:45
Mathematics	Math Academic Support	Small group – Tues. & Thurs. Mon. & Wed. Mon-Friday	3:45-4:45 10:30-11:17am
Science	Science Academic Support	Small group- Mon, Tues. & Thurs	3:45-5:45 2:45-3:45
Social Studies	History Academic Support	Small group – Tues. & Thurs. Mon. – Fri.	3:45 – 4:45 10:30 – 11:17am
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Intervention Lessons Guidance Support	Individual and group support Class presentations	During the school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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:

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

1. 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
2. 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.
3. 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.
4. 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.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs

whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Academic Interventions services funded using a grant 21st Century, Rollover Small Learning Communities, Title III LEP, VATEA and Tax Levy

Teacher professional development is fund using Title I, Priority/Focus, Rollover Small Learning Communities.

Extended learning time opportunities are funded using grants 21st Century, Priority/Focus Funding and Tax Levy.

Parent Involvement is supported through grants 21st Century, Title 1, Priority/Focus and Tax Levy,

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers create tasks and assessment that are Common Core aligned. They create the assessments with professional development support. Creating the assessment and examining the assessments allows the teachers to shift practice based on the data

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

2013-2014

PARENT INVOLVEMENT POLICY (PIP)

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

August Martin High 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 children's academic achievement level as appropriate, to foster parental involvement through a combination of 21st Century/Title I parent workshops on a variety of information, including but not exclusively: Attendance and Punctuality workshop; Understanding your child's Transcript; Health and Fitness; Cyber-Bullying; Drug Awareness; Common Core Learning Standard; Career/College planning; Resume workshop; Financial Aid workshop; Conflict resolution for Teenagers; Community Involvement and family events; and the use of technology such as Skedula and eChalk;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their child's journey to career and college readiness;
- providing parents with a syllabus from each teacher during the first week of school as well as hosting a Curriculum Night;
- 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;

August Martin High School's Parent Involvement Policy is 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 August Martin High School Parent-Teacher Association, as well as parent members of the August Martin High School School's 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:

- provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - a) The State's academic content standards;
 - b) The State's student academic achievement standards;
 - c) The State and local academic assessments including alternate assessments;
 - d) The requirements of Title I, Part A;
 - e) How to monitor their child's progress; and
 - f) How to work with educators.
- with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools through:
 - a) PTA involvement
 - b) SLT Involvement
 - c) Parent workshops
- to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by keeping parents informed via newsletters, forums and community guest speakers at parent workshops.
- take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand via DOE translations Unit or qualified educators.
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting

to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

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

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by_____.

This policy will be adopted by August Martin High School on 12/14/2013 and will be in effect for the period of 2013-2014. The school will distribute this policy to all parents of participating Title I Part A children on or before 12/14/2013.

Principal's Signature: _____

Date _____

2013-2014
Title I School Parent Compact

August Martin High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, has implemented a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. August Martin High school staff and 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. August Martin High school Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Annual Fall and Spring Parent-Teacher Conferences; Annual Home Coming Events; Annual International Thanksgiving Feast; Annual Fall and Spring ELL Orientation Conferences; IEP meetings; Senior parent meetings; Annual Air show and parent workshops as surveyed by parents annually.

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- review syllabus given by the school during the first week of school with child ;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- Promote positive use of my child's extracurricular time; insure that my child receives enrichment remedial assistance as needed regardless of financial issues;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- must participate in my child's school for a minimum of 3 hours per year;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child's teacher about educational needs, progress stay informed about their education by prompting reading and responding to all notices received from the school or district;

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

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

- attend school regularly and arrive on time;
- come to school prepared with supplies needed to learn;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully within August Martin High School or outside of school;
- always try my best to learn;
- ask for help when we need to;

- read at least 30 minute every day outside of school time;
- give to my parents or the adult who is responsible for my welfare or vice versa all notices and information received by parents from my school every day;

Gillian Smith, Principal: _____

Anyah Walton, Title I Chair: _____

Chanelle Adechokan, Student Representative: _____

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 27	Borough Queens	School Number 400
School Name August Martin High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Gillian Smith	Assistant Principal Tilsa Gonzalez
Coach type here	Coach type here
ESL Teacher Ms. Thompson	Guidance Counselor type here
Teacher/Subject Area Jacqueline Smartt	Parent type here
Teacher/Subject Area type here	Parent Coordinator Trenard Nadege
Related Service Provider type here	Other Evan Meyers
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	857	Total number of ELLs	52	ELLs as share of total student population (%)	6.07%
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Part II: 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	9
SIFE	8	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	11

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	25	5	3	9	2	2	10	1	4	44
Total	25	5	3	9	2	2	10	1	4	44

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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										12	3	1		16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic												2		2
Haitian										3	3	4	2	12
French										2	2	2	1	7
Korean														0
Punjabi											1			1
Polish														0
Albanian														0
Other										1	4	4		9
TOTAL	0	0	0	0	0	0	0	0	0	18	13	13	3	47

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										3	1	0	0	4

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										6	6	3	1	16
Advanced (A)										6	4	6	4	20
Total	0	0	0	0	0	0	0	0	0	15	11	9	5	40

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

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 (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	16		1	
Integrated Algebra	12		1	
Geometry	1		1	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry	4		0	
Earth Science	8		1	
Living Environment	13		1	
Physics				
Global History and Geography	21		2	
US History and Government	6		2	
Foreign Language				
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 Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We utilize diagnostic tests from the Keystone curriculum as well as content area baseline assessments. These assessments along with the 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

For the 2012-2013 NYSESLAT listening and speaking modalities of the students tested 9 tested at the proficient level, 13 at the advanced, 8 intermediate and 4 at the beginner level. None of our ninth grade students tested at the beginner level. Of the 11 9th graders tested 3 were intermediate, 5 advanced, and 3 were proficient. Ten 10 tenth grade students were tested, 2 tested at the beginning level, 3 were intermediate, 3 advanced and 2 tested proficient. Ten eleventh graders were assessed, 2 tested beginner, 2 were intermediate, 4 advanced, and 2 proficient. Of the 3 twelfth graders tested, none tested at the beginner or intermediate level, 1 tested advanced, and 2 at proficient.

In the reading and writing modality, 11 students tested at the beginning level, the majority were 9th and 10th graders. Fourteen tested intermediate, 6 of which were 11th graders. Nine tested advanced and 0 were proficient.

Of the 34 students tested using the NYSESLAT and LAB-R data we were able to summarize our overall proficiency based on the data; 11 beginners, 14 intermediate students, 9 advanced and 0 proficient. Overall our students are performing predominantly at the beginning and intermediate levels.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The state did not release the Spring 2013 NYSESLAT scores in combined modalities.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

- a. For the 2012-2013 NYSESLAT listening and speaking modalities of the students tested 9 tested at the proficient level, 13 at the advanced, 8 intermediate and 4 at the beginner level. None of our ninth grade students tested at the beginner level. Of the 11 9th graders tested 3 were intermediate, 5 advanced, and 3 were proficient. Ten 10 tenth grade students were tested, 2 tested at the beginning level, 3 were intermediate, 3 advanced and 2 tested proficient. Ten eleventh graders were assessed, 2 tested beginner, 2 were intermediate, 4 advanced, and 2 proficient. Of the 3 twelfth graders tested, none tested at the beginner or intermediate level, 1 tested advanced, and 2 at proficient.

In the reading and writing modality, 11 students tested at the beginning level, the majority were 9th and 10th graders. Fourteen tested intermediate, 6 of which were 11th graders. Nine tested advanced and 0 were proficient.

Of the 34 students tested using the NYSESLAT and LAB-R data we were able to summarize our overall proficiency based on the data; 11 beginners, 14 intermediate students, 9 advanced and 0 proficient. Overall our students are performing predominantly at the beginning and intermediate levels.

- b. As the school continues to review the periodic assessment and achievement data, instruction is tailored to target and address the modalities that require 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?
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.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Program assessment includes evaluating achievement data on the NYSESLAT exam, Regents Exams, overall scholarship data, formative and summative achievement, credit accumulation, and graduation rate.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At enrollment parents and students are provided with the Home Language Identification Survey (HLIS) by a Ms. Dobbs who conducts the interview with the aid of a translator, if necessary. What follows is the name primary language spoken by the parent and the name of the staff member who is fluent in that language and present during the intake process. Haitian/Creole- Ms Afgan, Spanish- Ms Soto, French- Mr. Robert, Bengali- Ms. Abassi. 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. The Sanish LAB-R is adminisitered by Ms. Dodenhoff. 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 andplacements 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 studentsscheduled 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. When parents meet with staff we provide a native speaker to facilitate dissemination of information. Ms. Dobbs is the licesnced pedagogue who is present and overseeing the process.
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.

Student intake is conducted daily beginning Sept 9th. A Parent Orientation meeting is held within 10 days 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. During over the counter registration we tell families that we have only a ELL program. Having been informed of the choices available in NYC they can decide to withdraw their child if so desired. Twice a year we conduct a complete orientation. (Dec 12th is the first of 2) This includes a review of the program, tutoring program schedules, introduction to Pupil Path. 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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.

We use the following ATS reports to determine NYSESLAT eligibility: RLAT and RNMR. AP Dobbs oversees this process. we do not send out Program selection forms because we do not offer any program choice.

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. 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. Currently, August Martin High school only offers a free-standing ESL Program, however parents are informed of the different programs that are available during the orientation. At this time parents have not voiced that they wanted to pursue one of the other programs (TBE, DL). Newly identified ELLs are identified and placed in the ELL program within 10 days of their initial enrollment as per CR 154.2. Upon LAB-R testing students are placed in the ESL program, according to their proficiency level. Again, once we register a student they receive a schedule. They are tested within 10 days and the results may cause schedule adjustment. Mr. Lee or AP Dobbs will update the ELPC screen in ATS within 20 days.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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.

In the spring students who havenot tested out are given the NYSESLAT exam. AP Frank creates a testing schedule and the test is administered. ESL teachers administer the speaking section.

6. 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.) 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.  Parent Choice is applicable upon entering the school. As described above parents are made aware of the the different prgram choices offered throughout NYC as well as the one choice available at August Martin. That said, the balance of this question is not applicable.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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 as well a Humanities period for ESL students to obtain credit while fulfilling ESL mandates.
- a. Teachers do not push in or pull out for content area instruction. We offer a Freestanding English as a Second Language Program.
- b. We offer a self-contained class dedicated to ESL instruction with mixed proficiency levels (heterogeneous 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. 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)?

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. 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 foster language development and meet the demands of the Common Core Learning Standards.

To meet the demands of the Common Core Learning Standards, teachers continually undergo training and professional development to coordinate curriculum and assessment to meet the needs of diverse learners. All teachers are engaged in a school-wide book study on the book "Common Core for the Not So Common Learner" by A. Honigsfeld & M. Dove. The purpose of the book study is to create a coherent set of beliefs to meet the needs of our diverse learners. Teachers are engaged in inquiry that promotes strategy-based instruction to target the Common Core Standards including the language standards which are found in the final section of the CCSS. Career and College Readiness Standards are also acknowledged. Students are placed in self-contained ELL content-specific classes. These classes use promising ELL strategies for language development while supporting content knowledge needed for regents exams.

Some of the approaches teachers use include but are not limited to:

Core language and vocabulary strategies that include graphic organizers

Personal dictionaries for word study

Mentor and tiered texts

Read it, Speak it, Write it

Text analysis

Tiered vocabulary instruction

Structured note taking

Anticipation guides

Text coding

Annotation

Habits of mind strategies to promote reflective learners

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Depending upon the ESL classification, students are programmed for up to three ELA classes to meet the corresponding number of minutes according to CR Part 154.2. Intermittent formative assessments are used by teachers to adjust instruction and gauge differentiation. Quarterly common assessments are created department-wide to test for the four modalities and item analysis is used to target learning gaps and drive differentiated instruction.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. The school currently has a small population of SIFE students. These students are assessed in their own language in both written and oral assessment. The student is interviewed to gain better perspective of the student's needs. Students are attached to a counselor and advisor that follows the progress of the student and monitors the need to adjust any recommendations made as a result of baseline assessments.

b. For ELLs in the school system less than three years, equal emphasis is placed on the acquisition of all major aspects of language proficiency; conversational fluency, discrete language skills and academic language proficiency. Strategies such as personal dictionaries, graphic organizers, sentence dissection, and use of resource materials are part of scaffolded lessons that promote daily practice of language modalities. Students are provided extended opportunities (via tutoring) to use academic language through engaging activities and culturally relevant readings.

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 the focus is shifted to academic language and specialized vocabulary. Greater emphasis is placed on deconstructing more complex texts. All levels of ESL students are integrated into ESL classes that are also content-specific classes. This provides the students with opportunities to engage in activities through flexible grouping.

7. 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?

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 Common 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 including a mini lesson that focuses on a skill of the day
 - Close Reading
 - Balanced literacy

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 and reading : Keystone, Fahrenheit 451, Names Sake, Love and Hate in Jamestown, Pocahontas, Start of a New Nation.

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 attend, during the day tutoring and afterschool tutoring support. SWD are provided extended time, paraprofessional services, and other supports for testing as per their IEP. Incoming 9th graders are programmed for a double block of ELA as well as their additional ESL support classes as per state mandates. Students are also programmed for one period of history with the ESL teacher. All classes are self-contained. ELL-SWD's are placed in an integrated co-teaching class. Due to the fact that ESL students are self-contained in these classes ,they are in mixedadvisory classes to support their accamation to the school community.

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:	0		

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

Social Studies:	0			
Math:	0			
Science:	0			

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

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

9. 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.

Targeted Intervention is offered to all ELLs through ELL classroom instruction as well as through other school-wide AIS services. ELL tutoring is provided as per allocation of Title III money. Students are provided supplemental instruction within the classroom in their native language when possible, 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

In 2012-13 the ELL Four Year graduation rate was 168.9%.

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
- Saturday School Tutoring – Pending Budget Approval
- Vaughn College Saturday Tutoring
- CMS Tutoring after-school
- 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
- Regents Prep is provided to students who failed the Regents
- 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.
- ### 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.
- 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
- Summer Bridge Program – Freshman Initiative

11. What new programs or improvements will be considered for the upcoming school year?

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. Students are encouraged to attend summer college courses offered by Vaughn and York College. ELL students are encouraged to enroll in AP and online classes offered.

ESL students will also have the opportunity to attend a Story Studio Class offered by the Urban Arts Partnership that the school

has recently acquired. Story studio has a culturally responsive, balanced literacy curriculum that is Common Core aligned. The class exposes the students to explicit vocabulary instruction, fluency, and visual thinking strategies.

12. What programs/services for ELLs will be discontinued and why?

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.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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. Access is provided to information via the school website, Skedula, Advisory notes and Pupilpath.:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials used to support ELL instruction include audio and video, current textbooks: Keystone, Interactive Reader, Getting Ready for The English Regents Essays, and Getting Ready for the NYSESLAT and Beyond facilitate instruction in English Language Arts and the content areas. 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. 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

The programs that we offer to support the middle to high school transition include Summer Bridge program for level 1&2 students, and Freshman Orientation. The SLC offers an Advisory period and survey of all academy offerings. All students have access to transitional supports.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. All staff members are involved in ongoing embedded professional development that is provided during common planning, 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 literacy strategies across the content areas, Differentiated Instruction, Inquiry Learning, and SMART goals and addressing students with special needs and relevance. Ongoing professional development also includes: Core Language and Vocabulary Strategies -Conventions of Standard English, Reviewing Common Assessments with Assessment Protocol, Creating and Confirming Common Assessments, Reading Strategies for Informational Text, Lesson Plan Artifact, and Sharing Outcomes from Promising Practices. Each monthly topical cycle will include inquiry of ELLs and SWDs exceeding the Jose P. required minutes of 7.5 hours for all staff members. Professional development is provided, monitored and records are kept by administration. Teachers will plan, review curriculum topics and align their work to ELA and ESL standards. Teachers will also review ESL student data to ensure that instruction meets student needs throughout. Teachers will share and discuss current information and teaching methodology. Student data is recorded on Skedula and lesson planning is recorded with an online program called CLI. Teachers receive 3 hours of professional development a month from CLI as well as training 45 minutes a day during C6. These hours accumulate to more than the required 7.5 hours of professional development.

2. Common Planning periods allow ESL and content area teachers to coordinate instruction for additional support. Teachers work to constantly revise curriculum and assessment to ensure they are Common Core aligned curriculum. Teachers are scheduled to attend a Common Core training meeting once a month by department. ESL teachers have specific sessions that ensure they receive support and feedback on Curriculum maps and lesson plans for alignment to Common Core. All teachers are engaged in a school-wide book study on the book "Common Core for the Not So Common Learner" by A. Honigfeld & M. Dove. The purpose of the book study is to create a coherent belief of how to meet the needs of diverse learners. Teachers review student work during a cycle of inquiry that helps to further identify learning gaps and potential next steps for all subgroups. ELL and teachers have their own dedicated session for this as well. As a result of the data inquiry, teachers institute strategies to target the Common Core Anchor Performance Standards.

ESL teachers receive in-house and outside training to ensure that teacher-created lessons and materials are created with Common Core standards in mind.

3. Teachers are involved in an on-going cycle of observation and feedback from administration that will support the needs of ELLs in the classroom. Outside PDs are tracked and turn-keyed to other staff. Specific areas of growth are targeted through an individual professional development plan. Some teachers meet regularly with administration for curriculum planning and review of scholarship data.

4. As per Jose P. we have or will be providing workshops to meet the needs of ELLs with special needs and all students. Teachers will also be involved in an on-going cycle of observation and feedback from administration that will support the needs of ELLs in the classroom. Outside PDs are tracked and turn-keyed to other staff. Teachers attend a Common Core training once a month, and daily in-house PD specific to department. Attendance is taken and tracked at each of these activities.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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
- 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 aParent 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 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.

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. Parent workshops will also be held by King of Kings.

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.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 **Network:** CFN 404

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

Part A: Needs Assessment Findings

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

The data that is used to assess the schools's written translation and oral interpretation needs comes from the home language survey and interviews that are conducted with parents upon entering the school. Upon entering the school parents are directed to a parent center where they are greeted by the parent coordinator. The parent coordinator informs the ESL teacher if a Home Language Survey is required. In all cases the parent coordinator also maintains a list of how parents prefer to correspond with the school.

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.

As a result of the Home Language Survey and interaction between parents, parent coordinator and ESL teacher, it has become necessary to translate letters into languages other than English for parents. In some cases, parents may not have substantial literacy skills in their native language and require follow up phone calls pertaining to school matters and events. In this case, the parent coordinator obtains the assistance of school personnel that has the language skills to translate messages to parents over the phone. The school staff is provided with information for the Over-the-Phone Interpretation Services via email and memo.

Part B: Strategies and Activities

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

The school has teachers and staff members that are proficient in languages other than English who translate school letters and materials that are not already contained on the Department of Education's Website. These materials are tracked by the parent coordinator and approved by the principal.

We also now have an active school website that provides school related information in multiple languages in a timely fashion. Our website translation services are easily accessed via the internet.

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 has teachers and support staff members who are proficient speakers in Languages Other than English who translate for families at all in school meetings, events on an as needed basis. The Parent Coordinator is the point person who helps identify and coordinate on site translation services when needed. School letters and materials that are not already contained on the Department of Education's Website. The school also utilizes Over-the-phone Interpretation Services provided by the DOE.

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>.

Parents are notified of the translation services upon their initial visit to the school. Materials are distributed twice a year at an ESL parent meeting. These meetings are held to ensure parents understand their rights and responsibilities. Information is provided in the languages that have been requested. If a parent speaks a language that is not also spoken by a staff member, then parents are notified of how they can obtain interpretation services via the phone. The parent coordinator attends DOE trainings pertaining to updates on this policy.

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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be 		

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">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		