



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

<b>DBN: (i.e. 01M001):</b>	<b>27Q400</b>
<b>School Name:</b>	<b>AUGUST MARTIN HIGH SCHOOL</b>
<b>Principal:</b>	<b>GILLIAN SMITH</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: August Martin High School School Number (DBN): 27Q400  
School Level: Secondary Grades Served: 9-12  
School Address: 156-10 Baisley Blvd, Queens NY 11434  
Phone Number: 7185282920 Fax: \_\_\_\_\_  
School Contact Person: Gillian Smith Email Address: Gsmith6@schools.nyc.gov  
Principal: Gillian Smith  
UFT Chapter Leader: Andre St. Victor  
Parents' Association President: Tessa Webb Lewis  
SLT Chairperson: Gillian Smith  
Student Representative(s): Devon Ramsammy; Timesha Frank; Yolitza Feliz

**District Information**

District: 27 Superintendent: Aimee Horowitz  
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, NY 10301  
Superintendent's Email Address: ahorowi@schools.nyc.gov  
Phone Number: 7184205657 Fax: 7184205677

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Chris Groll  
Network Number: 404 Network Leader: Malika Bibbs

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gillian Smith	*Principal or Designee	
Andre St Victor	*UFT Chapter Leader or Designee	
Tessa Webb Lewis	*PA/PTA President or Designated Co-President	
Celeste Johnson	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Syretta Gates	CBO Representative, if applicable	
Dionne Mcneil	Member/Parent	
Panya Wright	Member/ Parent	
Jacqueline Philip	Member/ Parent	
Barbara Senior-Francise	Member/ Parent	
Christine R. Pusey	Member/ Parent	
Yvonne Nelson	Member/ Teacher	
Jacqueline Smartt	Member/ Teacher	
Nancy Medina	Member/ Teacher	
Devon Ramsammy	Member/ student	
Yolitza Feliz	Member/ student	
Timesha Frank	Member/student	

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

#### The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

#### Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### **NYSED’s Six DTSDE Tenets**

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

### **NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school’s Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

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 rigorous and relevant curricula. Our belief is that performance-based instruction and assessment, aligned with an interdisciplinary focus, allows our students to be college, career, and life ready. It is our mission to graduate lifelong learners who will be change agents within their communities, chosen professions and the world.

The goal of August Martin is to bring educational access and opportunity to all of our students. Our learning community allows our students to engage in authentic interdisciplinary learning experiences through academic content and mastery of College and Career Ready skills. This journey will prepare them for college and create in them a desire to become lifelong learners. In our school, each child has a team of educators who never give up on providing access and opportunities for educational success. In order for our success to be actualized, we have put the following structures in place to support our journey:

- Various partnerships allow us to include the community in the educational journey of the school. These partnerships enhance the curriculum.
- Authentic relationships provide support for families in our community, allowing the school to become an essential member of the community it serves.
- The Advisory program supports the growth of our students. The Advisors serve as student-advocates and family liaisons. Through Advisory experiences, students take responsibility for their own learning and personal growth. Advisory will be the foundation that creates the opportunity for relationship building between students, educators and students, as well as educators and parents.

Our curriculum and instructional model focuses on our teachers being Transformational Educators. In our student centered classrooms, they actively engage students through inquiry based learning experiences that develop critical thinking skills. As students engage in productive struggle with tasks that are cognitively challenging, as well as relevant to their lives, they are building academic resiliency. These experiences will allow our students to become lifelong learners who are prepared for college and careers. Students will demonstrate excellence in four years of study in all of the core content areas.

The adults in the AMHS community understand that we work for our students and parents. Our task is to create learning experiences that inspire our students to become lifelong learners who are prepared to become productive 21<sup>st</sup> Century Citizens. Consequently, all staff members will want to have their own children educated at AMHS.

The school has created specific, measureable, ambitious, results-oriented, and timely (SMART) goals and has articulated a vision for the success of students that all stakeholders recognize and embrace. Although the school has an observation/feedback system aligned to the district's Annual Professional Performance Review (APPR), administrators consistently provide detailed and specific feedback to staff on their performance and progress towards our goals. The community has begun to develop a school environment that is responsive to the needs of students but has not ensured the staff consistently uses data and evidence-based systems to

examine and improve school-wide practices.

The school has made strategic decisions to initiate and support programs designed to achieve the overriding goals of the school but the full impact is yet to be realized, as not all students' needs are equitably addressed.

The school staff continues to receive professional development to support the alignment of CCLS and the instructional shifts. We are in the early stages of providing a variety of supports and resources that align to CCLS and instructional shifts for all students. Teachers minimally review and use data to inform instruction in all core subject areas and for all subgroups. As a result, instructional practices do not consistently support students' development of higher-order thinking skills that would lead to meeting the demands of the CCLS.

Teachers do not consistently plan lessons that are DDI driven and aligned to the CCLS and NYS content standards, which hinders students from meeting the demands of the CCLS and demonstrating growth across all grades/subject areas. We continue to work on providing engaging and aligned CCLS instruction that leads to multiple points of access for all students. Some teachers do not stimulate thinking by asking questions designed to engage students and ask them to reflect on their learning. Administrators are not consistently reviewing lesson plans prior to instruction to ensure that all student goals and needs are addressed. Additionally plans lack activities and strategies that promote higher-order thinking skills and increased student achievement

We have continued with the additional meeting time for teachers. However, due to budget constraints, we now meet for two hours instead of three. Teachers meet to identify practices and strategies for instructional planning. They also engage in the cycle of inquiry to support their use of data and planning. However, inconsistent use of data driven planning and implementation of the instructional shifts limit students' access to multiple entry points. As a result, teachers' instructional practices do not allow all students to participate in rigorous and engaging lessons that would lead to student academic success.

Students have stated that they feel physically safe in school; however, some teachers' instructional practices are not tailored to meet the instructional needs of all students, which limit students' learning opportunities. The community inconsistently supports a learning environment that is responsive to the strengths and needs of all students additionally, not all staff uniformly enforce school rules.

The school has established various plans to ensure all students are known by an adult. The school staff continues to implement formal systems to support staff using and sharing of data to identify and respond to student and family needs. As a result, some barriers to student academic growth and social and emotional developmental health still exist. We are monitoring the use of Skedula to support students as well as parents.

Our Community Based Organizations (CBOs) partnerships have increased. Each CBO provides additional support for students found to be at-risk. We have partnerships with King of Kings, TGB Elite ,Sound Mynd Music Studio, The Future Project, Urban Arts, Child Center of NY, Vaughn College, Community Mediation Services, and Response to Abuse Prevention Program (RAPP). These partnerships seek to provide educational, emotional, and social student support for students. Students and staff have stated that these programs are effective in providing support for students experiencing any social or emotional difficulties.

The school continues to implement programs to address the social and emotional needs of students through advisory and our CBO partnerships. We continue to provide necessary professional development to build adult capacity to meet the on-going needs of students. However, staff inconsistently enforces behavior expectations. The professional development for staff enables them to identify and address the social and emotional needs of students. However, inconsistent enforcement of behavioral expectations hinders opportunities for students to learn in a healthy learning environment.

AMHS continues to make strides in becoming an effective learning community. We know building trust and relationships with parents along with academic rigor will create an environment we are all proud of.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

## 27Q400 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	694	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	1	# SETSS	N/A	# Integrated Collaborative Teaching
				45
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	6	# Drama
				N/A
# Foreign Language	6	# Dance	N/A	# CTE
				7
School Composition (2013-14)				
% Title I Population	66.4%	% Attendance Rate	78.4%	
% Free Lunch	68.0%	% Reduced Lunch	5.9%	
% Limited English Proficient	5.9%	% Students with Disabilities	22.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American	80.3%	
% Hispanic or Latino	10.4%	% Asian or Native Hawaiian/Pacific Islander	7.5%	
% White	0.6%	% Multi-Racial	0.4%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.57	# of Assistant Principals (2014-15)	4	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	6	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	16.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	10.43	
Student Performance for Elementary and Middle Schools (2013-14)				
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 (2012-13)				
ELA Performance at levels 3 & 4	35.9%	Mathematics Performance at levels 3 & 4	32.6%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	65.8%	% of 2nd year students who earned 10+ credits	37.7%	
% of 3rd year students who earned 10+ credits	35.5%	4 Year Graduation Rate	39.6%	
6 Year Graduation Rate	56.1%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 Mathematics (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
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			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	I
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school staff is in the early stages of providing a variety of supports and resources that align to CCLS and instructional shifts for all students. Teachers minimally review and use data to inform instruction in all core subject areas and for all subgroups.

**Needs:**

- Ensure that teachers are able to develop and implement lessons that align to CCLS and provide differentiated instruction to meet the needs of all students.
- Use meeting time for departments to rigorously review lesson plans to ensure alignment to the CCLS. Provide additional PD on Data Driven Instruction protocols; ensure teachers incorporate PD strategies into their instruction practices.
- Provide dedicated meeting times for staff to develop interdisciplinary instruction that will include the arts, technology and enrichment opportunities for all students. Provide PD for all teachers on the effective use of interdisciplinary enrichment in their planning and instruction.
- Create a system for teachers to consistently review formative and summative assessments to ensure the alignment between the curriculum and assessments and to provide quality feedback to students that will improve student achievement.

## Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 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 and a 5% increase in course pass rates.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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)	All teachers will participate in professional growth communities that shift teaching practices (3.4)	Beginning October 2014 Weekly Professional Development ending in June 2015	Administration, CFN, HSRI and CLI coaches
Teachers will receive ongoing support to assist them in designing curriculum that is rigorous, engaging and relevant to students’ lives through planning sessions CLI/ HSRI coaches. Teachers will engage in professional development around the use of protocols and CFG. 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)	All teachers will participate in professional growth communities that shift teaching practices (3.4)	January 2015 Conference followed by bi-weekly PD ending in June 2015	CLI and HSRI coaches
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-visitations of classes guided by an approved protocol that will be implemented to ensure tasks are aligned to CCLS, Instructional Shifts, Differentiation strategies and Universal Design for Learning. Teachers will create unit/lesson plans that are aligned with strategies from professional development. (3.4)	All teachers will participate in professional growth communities that shift teaching practices	Monthly beginning October 2014 ending in June 2015	Administrators and CLI coaches

	(3.4)		
Teacher leaders from each department will attend professional development monthly to ensure understanding, alignment and implementation of the CCLS and Citywide Instructional Expectations. These will be 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)	Teacher leaders	Focus group will begin in Winter 2014 meeting bi-monthly through June 2015	Administrators, CFN, HSAI and CLI coaches
Observations and feedback sessions will be conducted by Principal, AP's, and CFN 404 Instructional Support. Teacher Teams will create a plan for shifts in instruction based on actionable feedback from Principal, Assistant Principals, and CFN 404 Instructional Support. (3.4)	All teachers,	Bi-Weekly beginning November 2014 ending in June 2015	Department Facilitators, Administrators, CFN

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- We will use Title 1 Priority/Focus SWP/Tax Levy funds to support Professional Development for teachers through per session and absence coverage's for professional development. We will also use the same funding source to purchase professional readings and subscriptions for school staff.
- We will use Title 1 Priority/Focus SWP for members of the Professional Development Focus group to participate in monthly professional development with Common Core Institute.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  
Specify a timeframe for mid-point progress monitoring activities.

- 4% increase in student credit accumulation for Semester 1 for all students with a total increase of 6% by August 2015
- 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 2015.
- The Professional Development Focus Group will meet on a monthly basis and will create the road map to engage teachers in the work around mapping and alignment.
- 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.

- By June 2015, teachers will have an instructional plan in place to assist the needs for all subgroups of students in our school.

**Part 6b. Complete in February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school has established plans that ensure all students are known by an adult. The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

**Needs:**

- Ensure that all staff members consistently enforce behavior expectations. Provide additional training for teachers requiring assistance in classroom management.
- Ensure that all stakeholders are aware of the role they can play in making the school a safe place to learn.
- Provide additional PD for all staff on the collection of data, analyzing and use data to make informed decisions that increase student opportunities for academic and social success.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

**By August 2015 there will be a 5% increase in school-wide 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**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> Who will be targeted?	<b>Timeline</b> What is the start and end date?	<b>Key Personnel</b> Who is responsible for implementing and overseeing the activity/strategy?
Strategy: To support student achievement through our advisory program and partnerships with Community Based Organizations (King of Kings, CMS, Sound Mynd Music Studio, Teen RAPP Program, The Future Project, Urban Arts, Child Center of NY, by creating meaningful relationships between staff and students.	All Staff, students and parents	August 2014 – September 2015	CBOs Administrators. Parent Coordinator
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)	All Staff, students and parents	September 2014 – June 2015	CBOs Administrators, Parent Coordinator
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	All Staff, students and parents	August 2014 – June 2015	CBOs Administrators, Parent Coordinator
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. Teachers will use strategies learned in advisory to support social and emotional growth. (5.2)	All Staff, students and parents	December 2014 – June 2015	CBOs Administrators, Parent Coordinator, Teachers

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>Title 1 Priority/Focus SWP, to support Professional Development for teachers through per session and absence coverage's. The 21<sup>st</sup> Century grant will support the Coordinator for CBO after school program as well as support the teaching staff they will receive per session hours ( 2 -3 staff members approximately 50 hours) using Title 1 Priority/Focus SWP</li> <li>We will be using Tax Levy FSF money to purchase attendance incentives</li> </ul>

### Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
n/a													

### Part 6 – Progress Monitoring

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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**Specify a timeframe for mid-point progress monitoring activities.**

- Implement student recognition systems at the end of each semester that are visible school wide.
- Create 2 CBO fairs targeted to parents to inform about school based supports for students.
- Create two ceremonies to honor students who received awards earned in the 5 categories listed above Academic Achievement; Attendance; Community Involvement; Most Improved; School (Uniform) Policy Award)
- At the end of each marking period departments will complete a data analysis brief.

**Part 6b. Complete in February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	I
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	I
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers meet to identify practices and strategies for instructional planning

Needs:

- Ensure that teachers develop lesson plans that take into account data reflecting the needs of all subgroups. Ensure that teachers set challenging and achievable learning goals with students.
- Provide staff with professional development that has a specific focus on ensuring that teachers consistently provide instruction that aligns to the CCLS and includes higher-order questioning techniques that challenges students and engages all students in their learning experience.
- Ensure that all teachers provide a learning environment in which the needs of students are met and opportunities are provided for students to share and discuss their viewpoints and opinions.
- Ensure that teachers use data to group students and provide learning activities that match the differing needs and abilities of these different groups; provide students with achievable next steps for learning based on data and other assessment analysis.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2015 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**

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> Who will be targeted?	<b>Timeline</b> What is the start and end date?	<b>Key Personnel</b> Who is responsible for implementing and overseeing the activity/strategy?
Teachers receive professional development that engages them 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)	Teachers	October 2014 – June 2015	All Teachers and monitored by Administrators
Inquiry teams engage in the analysis of the assessment data using protocols, to inform instruction and the quality of assessment. (4.2)	Teachers	October 2014 – June 2015	Inquiry teams and monitored by Administrators
All teachers utilize Skedula to keep grade-books, and assignments, as well as to input final grades. Teachers will update Skedula weekly 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)	Teachers, students, parents	August 2014 – June 2015	All Teachers, Parent Coordinator and monitored by Administrators
We will develop a clearly defined set of beliefs about how students learn best. Coaches will implement of a 6-week coaching cycle of planning, co-teaching and reflection on practice with periodic modeling of effective pedagogy will emphasize Danielson components 1e and 3c. Build capacity to design, define and implement rigorous CCLS-aligned curriculum and appropriate tasks that are aligned with the school's instructional focus. Through professional development build capacity to deliver lessons with scaffolds for reading & writing strategies by embedding WITsi techniques into lesson and unit plans. Share tested strategies and concrete examples of instructional practices at CPT and/or staff PD Math teachers will participate in Metamorphosis training to build capacity and create CCSS aligned curriculum.	Teachers,	October 2014 – June 2015	Administrators, HSRI coaches

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• We will use Title 1 Priority/Focus SWP funds, Tax Levy FSF to pay for Skedula (Datacation) in order to increase communication, parent participation and student engagement. 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.</li> <li>• We will use Title 1 Priority/Focus SWP 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 CLI, and ESR. We will also use the same funding to purchase professional readings and subscriptions for school staff.</li> <li>• We will use Title 1 Priority/Focus SWP funds to support two identified 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.</li> </ul>

- We will use Title 1 Priority/Focus SWP funds to support one identified teacher per department to monitor progress in PLATO each teacher will receive 50 hours per session for training and implementation. Teacher should receive on-going professional development.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

- To see alignment between curriculum and assessments by February 2015 teams will have engaged in 3 cycles of review of assessment based on using student work.
- 65% of students will use Skedula regularly to monitor their progress on assessments administered.
- We will create 6 common assessments between October 2014 and June 2015 with 6 cycles of review.
- We will engage in 6 cycles of analysis of assessment data by June 2015.
- By June 2015 65% students will have logged on to Skedula a minimum of 3 times to review progress.
- By June 2015 100% of teachers will analyze student work.
- Mid year review of professional development plan. We will review Advance data and hard copy records of formal and informal observations to review improvement in lesson planning and assessment. Differentiated support based on observation feedback and, school wide instructional focus

**Part 6b. Complete in February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school has created specific, measureable, ambitious, results-oriented, and timely (SMART) goals and has articulated a vision for the success of students that all stakeholders recognize and embrace. The school leader has developed and articulated SMART goals and an ambitious vision for the school that she has shared with all stakeholders. The school community is aware of these specific, measureable, ambitious, results oriented and timely goals and, in each focus group, members were able to both articulate these goals and discuss how the school is moving to achieve them.

Needs:

- Collaborate with the district to seek out certified and trained instructors who will assist in providing support for all students. Provide professional development to enable staff to address the needs of students with disabilities and English language learners.
- Ensure that all teacher observations and feedback focus on the practices that are most in need of improvement and are likely to lead to advances in student learning and achievement. Ensure that there is a close alignment between identified areas for development and a systematic program of PD
- Monitor the collection of data and ensure that staff uses data to evaluate the performance of the school, different groups of students and individual students; Ensure that teachers use data regularly to drive

instruction.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 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.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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)	Teachers	September 2014 – June 2015	Administrators
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.	Teachers, Administrators	September 2014 – June 2015	APs, CFN Coach, Instructional Staff
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)	Teachers, Administrators	September 2014 – June 2015	Teacher Teams
Teacher teams will review data from Marking periods using a prescribed protocol to analyze trends and supports needed (2.3)	Teachers	September 2014 – June 2015	Administrators
Principal and Assistant Principals will review data from Teach Boost monthly to analyze teacher growth. (2.3)	Administrators	September 2014 – June 2015	All teachers
HSRI and Administrators will analyze feedback from 2013-14 sample observations to norm on high quality feedback. Provide teachers with feedback aligned to the school wide instructional focus. Ongoing norming of the observation and feedback process. Provide workshop for school leaders that models a developmental approach to teacher learning in order to name implications for and possible adjustments to teacher support. Develop instructional focus look fors that reflect expectations in teacher practice, student behavior and curriculum design. Share best practices, observation patterns, successes, and problems of practice with school community Use instructional rounds to inform PD planning so that PD is responsive to school	Teachers, Administrators	September 2014 – June 2015	HSRI Coaches, Administrators

wide instructional focus implementation			
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)	Teachers	September 2014 – June 2015	All teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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. We will also use Title 1 Priority/Focus SWP to purchase professional readings and subscriptions for school staff. 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 .Teachers will receive 25 hours each per session, totaling 375 hours using Title 1 Priority/Focus SWP

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
n/a													

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

- 50 % of teachers will increase one level of growth at the end of each semester in accordance with the HEDI rating. Beginning October 2014 Administrator will conduct weekly PD ending June 2015.
- 50% of teachers will show improvement in their teaching practice as identified in the Danielson rubric. Beginning October 2014 weekly for 2 hours ending in June 2014 they will meet as a department
- Course passing rates will increase by 15% Beginning October 2014 ending in June 2015
- 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. Monthly beginning November 2014 ending June 2015
- All teachers will be tracked for progress and individual professional development plans will be assessed and revised a minimum of 3 times a year. By January 2015 through June 2015

**Part 6b. Complete in February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school has developed multiple tools for regular communication with students and families to foster their high expectations for student academic achievement. The school leader has ensured that there is regular communication between the school and its students and families and that this communication informs parents of the high expectations for student academic achievement.

**Needs:**

- Ensure that all subgroups of students and their families can communicate reciprocally with the school; monitor the effectiveness of communication strategies with parents and address any issues or concerns
- Ensure that PD is provided for staff that equips them with the skills and expertise to develop strong relationships with parents; provide families with the tools and support to help them work with the school in improving academic achievement.
- Provide data that is accessible and understood by parents that will enable them to support their child’s social and emotional developmental health and academic growth and advocate for services.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2015 there will be a 10% increase in the credit accumulation of at risk students.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Strategy: In an effort to address <del>the</del> promotion and attendance- of at risk students ( special education students, English Language Learners, LTA) upon admission ( <b>and</b> ongoing), a review of incoming transcripts by Guidance Counselors <b>will</b> allow students to be properly placed in their correct 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)	At risk students, guidance counselors	On-going school year 2014-2015	Administrators, Teachers
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)	Students, parents, advisors (teachers)	On-going school year 2014-2015	Administrators
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.	Students, parents, guidance counselors	On-going school year 2014-2015	Administrators
Student programs will be designed to address the individual needs of each student based on-going assessments. (6.5)	Students	On-going school year 2014-2015	Administrators, guidance counselors
Special Education teachers will have bi-weekly meetings to set goals and focus on writing quality Individual Education Plan's (IEPs). (6.5)	Special Education students, Sped teachers	On-going school year 2014-2015	Administrators
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 anecdotal). (6.5)	Students, parents	On-going school year 2014-2015	Administrators, Parent Coordinator, Guidance Counselors, Staff
Parent coordinator and our CBO' have 3 parent workshops that focus on supporting students academically and emotionally. (6.5)	Parents	Beginning Fall 2013, Winter 2014, Spring 2015.	Parent coordinator, CBO, Administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Title I Priority/Focus SWP to support Professional Development for teachers through per session and absence coverage's  
 Weekly professional development time with ESR (paid for with Priority/Focus funds )  
 Skedula paid for with Fair Student Funding /Priority Focus  
 Time allocated bi-weekly for special education teachers to meet, set goals, and write IEPs (at no cost)

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

- Mid-year review of programming and scholarship to ensure on-going programming based on individual student needs.
- Advisors will share updated information with parents 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.

**Part 6b. Complete in February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Off track for graduation, failing regents, skill level	ELA Academic Support	Small Group, Tutoring, one on one	Wednesday-Friday 2:30 – 5:30 Saturday 9:00am – 12:00pm
<b>Mathematics</b>	Off track for graduation, failing regents, skill level	Math Academic Support	Small Group, Tutoring, one on one	Wednesday-Friday 2:30 – 5:30 Saturday 9:00am – 12:00pm
<b>Science</b>	Off track for graduation, failing regents, skill level	Science Academic Support	Small Group, Tutoring, one on one	Wednesday-Friday 2:30 – 5:30 Saturday 9:00am – 12:00pm
<b>Social Studies</b>	Off track for graduation, failing regents, skill level	History Academic Support	Small Group, Tutoring, one on one	Tuesday 3:45 – 4:45 Wednesday 3:15 – 4:30 Monday/Wednesday 11:14am – 11:56AM Wednesday-Friday 2:30 – 5:30 Saturday 9:00am – 12:00pm
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Results of student survey, student request and staff recommendation	Study Skills; Attendance Support; Peer Mediation;	Small group	During advisory

## Section 7: Expanded Learning Time (ELT) Program Description

### *(Required for All Priority Schools)*

**Directions:** Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

#### **Part 1 – ELT Program Goal(s)**

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

- 1) By June 2015, increase our ELA Regents passing rate by 10%, compared to test scores of 2013-2014.
- 2) By June 2015, 60% students enrolled in the ELT program will earn, at least, 1 credit.
- 3) By June 2015, increase parent attendance at scheduled parent meetings by 10%.
- 4) By June 2015, increase school wide attendance by 5%.

#### **Part 2 – ELT Program Description**

**Part 2a.** Identify the target population(s) to be served by the ELT program.

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 exams. Program runs from September 2014-May 2015 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 September 2014-June 2015. 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, Plato, 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: dance, music, and recreation programs, technology education programs, and character education programs.

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School: Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.  
Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.  
Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.  
Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Additional classes will be added to students' schedules in the Fall term to allow for remediation of previous classes, Regents preparation, and for seniors who need specific classes to graduate in June 2014/June 2015. 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. We will also use PLATO to differentiate instruction.

<b>Part 2c.</b> Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input type="checkbox"/>	Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

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, Future Project, Soundmusic program is voluntary and in our second and first year, a growing number of students are participating.

**Part 3 – ELT Program Implementation and Oversight**

**Part 3a.** Who will implement the ELT program? Who will oversee the program?  
 Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.  
 If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

1. After school Program-administrators, teachers, guidance staff, school aides and community associates. Our partners: (Urban Arts, Child Center, Future Project)

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

**.Approximately 10 teachers, 3 administrators, 3 guidance counselors, 2 school aides, 2 community associates, 5 classrooms, gym, PLATO for blended learning program, various CBOs**

**Part 3c.** Timeline for implementation and completion, including start and end dates.

September 2014 – January 2015  
 February 2015 – June 2015

**Part 4 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support to support the ELT Program.

X	<b>21<sup>st</sup> Century</b>	X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>Grants</b>		<b>School Success Grant</b>		<b>In Kind</b>

List below any additional fund sources that will be utilized to support achievement of the goal.

n/a

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:  
 Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  
 Specify a timeframe for mid-point progress monitoring activities.

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

**Part 5b.** Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?



## Section 8: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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 those outlined below:

**2b. 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).
<ol style="list-style-type: none"> <li>1. To implement a true professional learning community we will work with Common Core Institute, SRI, Urban Arts 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</li>   <li>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 productive engagement. 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.</li>   <li>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.</li> </ol>

4. AMHS will implement a blended learning program, PLATO. As a community we are seeking to increase students' achievement in High School, college, and their careers by supporting innovative educational strategies to personalize learning around the needs, motivations, and strengths of each student. Through online and blended learning, which combines traditional face-to-face instruction with online learning, we have the flexibility to meet the needs of individual students.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

n/a

**3b. 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).

n/a

**Part 4: SWP Schools Only**

**4a. 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.).

n/a

**4b. 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

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal,	Funding Amount: Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes
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	State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	X \$147,747	X	11, 14, 18,21,24,27
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	X \$3,630,107	X	11, 14, 18,21,24,27

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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**2014-2015**

### **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 21<sup>st</sup> 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 Skedulla 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 host a Family 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:
  - f) PTA involvement
  - g) SLT Involvement
  - h) 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning, 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;
- holding 4 Parent Teacher Conferences within 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 parents and students access to Pupil Path for regular written communication between teacher/staff 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 12/08/2014 and will be in effect for the period of 2014-2015. The school will distribute this policy to all parents of participating Title I Part A children on or before 12/08/2015.

**Principal's Signature:** \_\_\_\_\_

**Date** \_\_\_\_\_

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>27</b>	Borough <b>Queens</b>	School Number <b>400</b>
School Name <b>August Martin High School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Gillian Smith</b>	Assistant Principal <b>Tilsa Gonzalez</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Thompson</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Jacqueline Smartt</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Trenard Nadege</b>
Related Service Provider <b>type here</b>	Other <b>Evan Meyers</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>857</b>	Total number of ELLs	<b>52</b>	ELLs as share of total student population (%)	<b>6.07%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	25	5	3	9	2	2	10	1	4	44

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	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
<b>TOTAL</b>	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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
<b>TOTAL</b>	<b>0</b>	<b>18</b>	<b>13</b>	<b>13</b>	<b>3</b>	<b>47</b>								

## 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
Intermediate(I)										6	6	3	1	16
Advanced (A)										6	4	6	4	20
Total	<b>0</b>	<b>15</b>	<b>11</b>	<b>9</b>	<b>5</b>	<b>40</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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 [AMAQ 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 administred 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 and placements are handled by our ESL Coordinator, a certified ESL instructor. Likewise, the coordinator handles the scheduling and administration of all annual evaluations including the Periodic Assessment, ELL Regents Administration, NYSESLAT and LAB-R. Entitlement, non-entitlement and placement letters are forwarded to parents by the ESL Coordinator. Before the NYSESLAT is administered, parents and students are informed of the testing dates by letter, in their native language. Teachers are also informed of, and provided with a list of students scheduled to take the test. The Assistant Principal (ESL), Assistant Principal Organization and the ESL Coordinator work together to ensure that students are tested under optimal examination conditions. An attendance sheet is taken for each subtest and the ESL Coordinator or ESL teacher contacts parents of students who missed a subtest and informs them of the scheduled make-up session. Students with IEP's are administered the exam in a separate location by the IEP Coordinator, to facilitate compliance with the mandates of each IEP. 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 Free-standing 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 haven't 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 different program 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 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 9<sup>th</sup> 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		
Social Studies:	0		
Math:	0		
Science:	0		

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

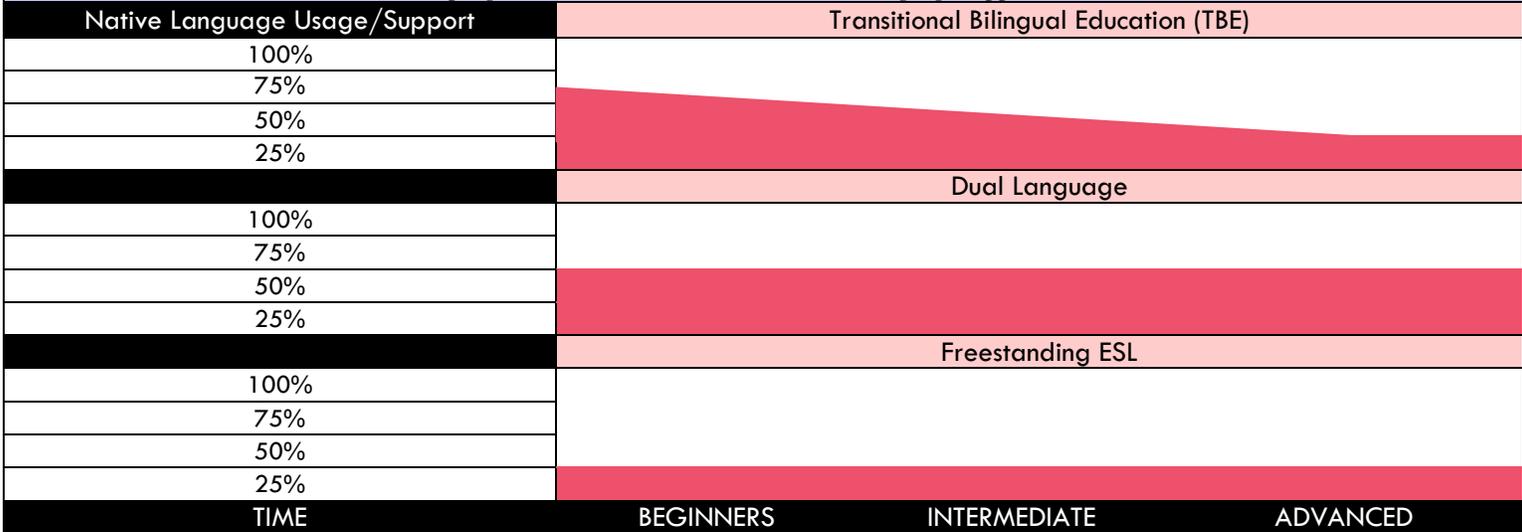
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

**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.



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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

<b>Part A: School Information</b>	
Name of School: August Martin High School	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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
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
Total # of ELLs to be served: 20
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 1

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: This school year we will use the Story Studio program which is an Arts and English Language integration program. The program uses drawing, painting, collage, storyboarding and simple acting techniques combined with structured reading, writing and vocabulary activities with the goal of advancing students' proficiency and fluency in the English Language. Building on this Story Studio's curriculum design, which now has expanded to serve ELL, SWD and General Education students, incorporates the five critical areas necessary for fulfilling literacy improvement: Phonemic awareness, Phonics, Fluency, Vocabulary and Comprehension (National Institute of Child Health and Human Development, 2000). Story Studio uses three main approaches for developing literacy:

Explicit Vocabulary Instruction: Explicit Vocabulary Instruction calls for teachers across disciplines to develop vocabulary lists at the beginning of the year for each month to ensure that teachers focus instruction on the most useful words that students are required to know.

Fluency: Each Story Studio lesson will incorporate a "Read Aloud" portion, a critical element for improving reading and a time for adults to share their excitement about reading. It is also a time for students to hear the beauty and the flow of the English language so that they will develop fluency in their reading and speaking skills as they develop their StoryStudio final presentation.

Visual Thinking Strategies: StoryStudio incorporates Visual Thinking Strategies, a research-based teaching method that improves critical thinking and language skills through discussions of visual images

Our ESL teacher will work with the teaching artist to plan curricula that integrates the arts into various subjects; providing 20 students the opportunity to learn English. Students will have an opportunity to engage in dance, spoken word, music which lead to culminating events. Last year 95% of the participating students completed/participated in the culminating event. For the 2013 - 2014 school year we had a 5% increase in the NYSELAT pass rate as well as an increase in ELA pass rate for the participating students. Story Studio is Common Core aligned hence supporting writing for the ELL's. The year before we not as successful as we only offered one art form. Student participation has increased when they are given choice. Students will participate in the 20 week program totaling approximately 100 sessions. The workshops run Monday/Tuesday 2:20 - 4:30, Wednesday - Friday 3:11 - 5:00. The program will run from October 2014 - May 2015.

### 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 throughout the school year. On a weekly basis, teachers meet every Monday (80 minutes) and every Tuesday (75 minutes), as well as during C6; lesson planning, developing curricula, analyzing data, developing advisory lessons, focusing on student work/student inquiry and others.

The ESL teacher meets with her colleagues during common planning times to discuss strategies that will support the success of all ELL students. The students will focus on argumentative writing, reading and writing strategies this school year.

All ELL personnel and the Assistant Principal receive on going professional development through various workshops offered by the network on reading, writing and mathematical skills that have been proven to support ELL students.

The ELL teacher will participate in 10 workshops offered by Urban Arts. November 10, 2:22 – 3:40:  
Arts Engagement & Common Core

4 departmental workshops Winter 2014:

- ELA - History - Math - Science

December 1, 2:22 - 3:40: Creatively Danielson (all teachers)

December 22, 2:22 - 3:40: Creative Common Core Shift (all teachers)

November 24, 2:22 – 3:25: How to Talk So Kids Will Listen #1 (Being Culturally Responsive)

December TBD, 2:22 – 3:25: How to Talk so Kids Will Listen #2(Being Culturally Responsive)

January 12, 2:22 – 3:25: How to Talk so Kids Will Listen #3(Being Culturally Responsive)

Every week the ELL teacher will participate in "Common Core Alignment for Integrating the Arts" workshop. They will meet with for 45 minutes with an Urban Arts teaching artists to align/create curriculum for integrating the arts to support ELL's.

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

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

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

Begin description here: We have planned four parent engagement workshops this year to support the ELL students and their parents. Last school year we had approximately 25 parents who attended the ELL engagement session. This school year we had 60 families members who participated in the first of four scheduled workshops. The goal is to have our families participate in the success of their children by actively participating in the meetings and suggesting to staff the topics of interest to them. This school year we conducted surveys with our families who shared that they wanted more information on the following: college and career information, safety and security, helping children with homework, preparing for the ACT/SAT exams and others. We will work with staff and the community based organizations located at AMHS to ensure that the needs of our ELL families are addressed. Finally, we have teachers in attendance that are translators in Bengali, Creole, French, and Spanish helping families better understand the intricacies of the educational system in New York City. We will also offer professional development through Urban Arts to support ELL's through the arts.

- November 10, 2:22 – 3:40:           Arts Engagement & Common Core
- December 1, 2:22 - 3:40:           Creatively Danielson (all teachers)
- December 22, 2:22 - 3:40:         Creative Common Core Shift (all teachers)

**Part E: Budget**

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

Allocation Amount: \$5600

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

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$5600

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	5600	_____