



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

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

## **Renewal School Comprehensive Educational Plan (RSCEP) Outline**

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## **Section 1: School Information Page**

### **School Information**

School Name: August Martin High School School Number (DBN): 27Q400

Grades Served: 9-12

School Address: 156-10 Baisley Blvd. Jamaica, New York 11434

Phone Number: 718 528-2920 Fax: 718 949-2351

School Contact Person: Rory Parnell Email Address: RParnel@schools.nyc.gov

Principal: Rory Parnell

UFT Chapter Leader: Yakira Cordero

Parents' Association President: Tessa Webb-Lewis

SLT Chairperson: Rory Parnell

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Tessa Webb-Lewis

Student Representative(s): Daevon Lewis, Anthony Garcia, Kimberle Bacchus

CBO Representative: Saran Shield, CBO Director (Child Center of New York)

### **District Information**

District: 27 Superintendent: Michael Alcott  
2 Metrotech Plaza, 3<sup>rd</sup> Floor Suite 3900 Brooklyn, NY 11201

Superintendent's Office Address: \_\_\_\_\_

Superintendent's Email Address: MAlcott@schools.nyc.gov

Phone Number: 718-935-3074 Fax: 718-935-3948

### **Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Marlene Wilks

Director's Office Address: 82-01 Rockaway Blvd. Ozone Park, NY 11416

Director's Email Address: MWilks@schools.nyc.gov

Phone Number: 917-520-6743 Fax: 718-281-3509

## **Section 2: Executive Summary and Organizing Principles**

### **The Objective**

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

### **The core values held as essential for the success of the School Renewal Program:**

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

### **The organizing Theory of Action that guides the [School Renewal Program](#) strategy:**

*By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.*

### **The arc of the School Renewal Program strategy:**

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.

- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- 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.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- 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.

The RSCEP will also enable Renewal Schools that were designated as “Out of Time” Priority Schools during the 2014-15 school year to respond to additional state-mandated requirements, including: providing students access to Career and Technical Education (CTE) program offerings at schools in Good Standing beginning in the 2015-16 school year; and, mandatory professional development for school leadership and staff.

## Information on the Framework for Great Schools and the DTSDE

### Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

### The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) 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.

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 Framework for Great Schools 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 and Renewal Committees 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 (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is

foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<b>Collaborative Teachers:</b> 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.
<b>Effective School Leadership:</b> 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.
<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<b>Trust:</b> 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

#### NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for RSCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional SLT exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit the school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update the school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT), Community School, Career and Technical Education Program (CTE), and Professional Development Plan sections.
- **Step 9:** 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.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

**Directions:** All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk\*.
4. 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. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Rory Parnell	*Principal or Designee	
X	Yakira Cordero	*UFT Chapter Leader or Designee	
X	Tessa Webb-Lewis	*PA/PTA President or Designated Co-President	
X	Celeste Johnson	DC 37 Representative (staff), if applicable	
X		Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Saran Shields	Community School Director (staff)	
X	Deavon Lewis	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Kimberle Bacchus (Student)	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Evonda Young	Teacher	
X	Kodjo Akploh	Teacher	



Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Janel Solise	Staff	
X	Dionne Mcneil	Parent	
X	Sasha Bent	Parent	
X	Nicole Cann	Parent	
X	Lisa Johnson	Parent	
X	Kerry-Ann Kelly	Parent	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

#### Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

August Martin High School's mission is to equip scholars with the academic, social and emotional skills required to be college and career ready including intellectual curiosity, personal responsibility and the confidence to succeed. August Martin High School believes that a student-centered inquiry based approach to learning provides scholars with an opportunity to engage in academic coursework while unleashing a desire to learn. An important aspect of August Martin High School will be the expanded learning time embedded in the school day which will provide scholars with an opportunity to work on their expository writing skills (WITSi) in various settings including an academic advisory program, as well as ELA and Math courses that are implemented utilizing the EngageNY CCLS-aligned curricula. Scholars will also be provided with multiple opportunities to engage in academic as well as social-emotional enrichment both within the expanded school day as well as in our after school academic enrichment program.

August Martin scholars are resilient and hungry to learn, however, their desire for the latter is sometimes hampered by negative academic experiences as well as social realities that are contradict the lessons taught in school. August Martin High School scholars are historically known for their passion for community and the power of their collective voice. Named after the first black airline pilot in the United States, August Martin High School is committed to staying true to the strength and courage embedded in its historical roots. Our learning community is committed to supporting our scholars in achieving self-determination as well as academic success through our school's advisory, youth leadership programs (i.e. Martin Ambassadors) as well as through our strong social-emotional supports that are all founded in our core values and the mission of the school. Our community is committed to promoting academic excellence while cultivating the leader in all of our young men and women.

The stakeholders of our learning community believe that a key lever to school improvement, specifically in the area of scholar outcomes, resides in giving scholars choice and making learning relevant. We accomplish this end by remaining true to the foundation on which our school was founded by promoting 21st century skills as well as threading our learning community with our core values of scholarship, service, advocacy, leadership, perseverance, community, inquiry, collaboration and community. Our partnership with Child Center of New York (CCNY), a Community Based Organization (CBO), has helped our young men and women to develop a more refined understanding of what it means be both men and women but active citizens. Additionally through Urban Arts, CAMBA and Comedy Hall of Fame scholars learn to cultivate the skills and knowledge to help be success in college and beyond. CAMBA and the creation of Martin Ambassadors will serve as the foundation and model for all our leadership groups, which will serve a large percentage of our scholars. Our work with CCNY has been fruitful because our vision, philosophies and goals are aligned.

August Martin High School believes when educators, parents and community groups work collaboratively to support learning, scholars tend to stay engaged, stay in school longer, and enjoy their school experience. AMHS provides a welcoming environment for all members of our learning community, including families and visitors, by ensuring that everyone is treated respectfully and that all voices are heard. Families at AMHS will have multiple avenues to engage with the greater community to address challenges, support scholar development, celebrate learning and student growth. AMHS is a learning community where scholars are known as individuals, receive personalized education based on inquiry, problem solving, engaging in real world tasks, and reflection are the center of learning. All scholars construct the

knowledge, skills, and habits of mind necessary to succeed in a challenging post-secondary programs, which will ultimately support their success in the 21<sup>st</sup> century global marketplace. AMHS scholars will be active members in the community creating a positive impact for future generations.

To that extent, all of the following will be an integral part of the development of our learning community:

### **Instructional Focus**

If teachers plan relevant, student-centered, common core-aligned lessons that engage scholars in scholar to scholar discussion protocols, and create multiple entry points to meet every students learning needs, then students will engage in argumentation through defending and supporting claims and counter-claims with relevant textual evidence.

### **Areas of Celebration**

AMHS, which has historically been identified as an “Impact” and “Persistently Dangerous” school, has struggled with creating a culture and tone conducive to teaching and learning. A great deal of our collective energy has been on creating and sustaining a nurturing environment for all members of our learning community, which aligns to the Supportive Environment element of the Framework for Great Schools. Our work in this area has been fruitful, which is evidenced by our removal from both the “Impact” and “Persistently Dangerous” lists as well as by the decline in Safety Transfers and the increase in attendance.

Collaborative Teachers, another element in the Framework for Great Schools, suggests that teachers who are given the opportunity to participate in meaningful professional development and work in teams are more likely to be committed to the success and improvement of both their pedagogy and overall school-wide outcomes. The members of the AMHS learning community embrace this philosophy. In 2014-2015, AMHS identified a group of teachers that were tasked with spearheading a grade level inquiry team anchored in WiTSI. The members of this team have taken ownership of improving scholars outcomes in the 9th grade and will serve as a model for the remainder of the school.

### **Area of Focus**

Rigorous instruction has the single most pressing challenge at AMHS. The challenge resides in the lack of a coherent curricula that is implemented with fidelity in all content areas, which we seek to address in Section 5A of this document. Our second area of focus, which impacts the first and is briefly alluded to in the previous sub-category, is the absence of well-defined teacher teams that uniformly utilize inquiry to support student outcomes. We seek to address this deficiency in Section 5C of this document.

### **Community Based Organizations**

Our community based organizations are CCNY, Urban Arts, King of Kings, CAMBA, LIJ, and Comedy Hall of Fame Foundation. The expectation is that these partners will continue to work with all of our scholars supporting academic, attendance, and socio-emotional needs. The challenge will be to coordinate services with the advent of our Community School designation.

### **Expanded Learning Time Opportunities**

AMHS has created a scholar schedule that builds four hours of the Expanded Learning Time (ELT), by way of increased time on task and direct instruction, into the regular part of the school day. Longer school day provide scholars with additional time on task and create the classroom time needed for teachers to strategically address student skill gaps. Scholars will be provided lunch enrichment activities with an expanded lunch time, while teachers work in collaboration in teacher teams. Lastly, scholars will be provided with individualized targeted assistance through an additional academic

enrichment program that will run from 3:39-5:18 Monday-Thursday. During these times, depending on student need, students will be given either tutoring, accredited courses, Regents Prep, and/or additional enrichment activities.

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

**Section 5A – Framework for Great Schools 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 Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	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 element of the Framework for Great Schools 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 trends and sources.

### **Part 2 – Summative Vision for Rigorous Instruction**

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?

7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

### **Overarching Vision for Rigorous Instruction at August Martin High School:**

August Martin High School will be a school community built around high expectations for instruction, ensuring it is clear, well-structured, and adaptive to students, encouraging them to build and apply knowledge. Students will be offered a full complement of courses to meet graduation requirements as well as support career-college readiness. August Martin High School will offer a curricula, across the disciplines, that is fully aligned to CCLS.( #1) By June 2016, August Martin will have a graduation rate of 51%.

### **Vertically and Horizontally Coherent, Common-Core Aligned Curriculum**

The ELA and Math departments will implement the EngageNY modules, while the Social Studies and Science departments will implement the respective New Visions curricula. In addition incoming freshman will follow a traditional math and science sequence of CC Algebra, Geometry and Trigonometry and Living Environment, Chemistry, Earth Science and Physics (#1 & #2). A College accredited Trigonometry course will be offered in the school day as well as offered after school during our academic enrichment program Monday through Thursday (#2). Strategic decision making around curricular materials, academic tasks, across grades and subjects so that there is coherence across grades and subject areas. Scholars' knowledge and skills are intentionally spiraled as scholars' progress through their academic careers. Additionally, August Martin's CTE program (Co-op Tech) will be guided by the state-certified CTE curricula starting in Spring 2016 and CTE electives will be integrated where appropriate into the core curricula (#4 & #15). The overarching belief at AMHS is that all students can learn and deserve quality, rigorous instruction, which includes appropriate supports and guidance.

### **Collaborative Teaching:**

- Teachers will regularly collaborate in both grade and content teams. Teachers will participate in professional development (Monday), Common Planning Time (Tuesday), WITsi Inquiry grade team (Wednesday & Thursday) and Parent Engagement (Friday). During professional development teachers will follow the PD plan with a focus on support around best instructional practices and strategies to facilitate curriculum (see PD plan). In weekly common planning sessions teachers will unpack CCLS aligned curriculum with direct support of school administration as well as Renewal coaches. In addition, teachers will be receiving weekly coaching sessions that focus on curriculum, planning and instruction(#1). All teachers will meet in the aforementioned structures weekly, while scholars attend lunch. (\*More info on this in section 5C). In the grade teams, teachers will engage in WITsi (Writing is Thinking with Strategic Inquiry (WITsi).work anchored by the Hochman Writing Revolution. Teachers will receive a WITsified (9th grade) Engage curriculum (in ELA and math) and a WITsi scope and sequence as well as on-going cycles of PD to support curriculum implementation. These writing strategies will be written into the curricula and teachers will vertically align the skills to ensure that by the end of the 10th grade the vast majority of students will be able to write high-quality extended written responses to performance tasks.
- Meaningful student work products will be a staple of every unit taught at August Martin High School. Scholars work will be celebrated in community gatherings and awards ceremonies at the end of each marking period. There will be a culminating portfolio celebration day at the end of each term for scholars to present artifacts of their learning to community at large (#6).
- All teachers will regularly engage in protocols, in grade teams and/or department teams to strategically plan and implement pedagogical or instructional shifts.

### **Pedagogy that Meets the Needs of Scholars**

The overarching belief at AMHS is that all scholars can learn and deserve quality, rigorous instruction, which includes appropriate supports and guidance.

Pedagogical practices will be student-centered with many opportunities for group and project-based work. Scholars will demonstrate mastery of 'competencies' necessary for career, college and citizenship to be determined by the educators at August Martin High School. Pedagogical practice will be anchored in research based protocols driven, in part, by inquiry (WITsi) and will create the structures necessary to support all learners. The expectation is that specific practices will be evident in ALL classrooms, including non-core subjects. Those practices include, but are not limited to:

- Instructional objectives (IO) that contain a specific "by" that render them measurable as well as skill based as described by the Danielson Framework
- Triangulation between IO, learning activities, and CCLS
- Reading and writing that is integrated into all classes
- Uniform WITsi note taking techniques and Hochman's Writing Revolution strategies for students that allow them to cite evidence from text in their writing
- Inquiry as the major vehicle of learning across classrooms and all school constructions
- A modified workshop model will be implemented
- Classes will be print and technology rich
- Students will be required to be prepared for learning and will be held accountable through self peer and teacher reflective practices using rubrics, goal setting, and progress monitoring
- There will be a shift away from students passively receiving information (CLOSE notes/handouts) to students actively participating in their learning (WITsi note taking, active dialogue, etc)
- Teachers will use a student-centered approach to instruction that provides students with opportunities to interact directly with the new learning, fashioning exploratory questions, and engaging in accountable talk protocols - Socratic Seminars as an example
- Teachers create classroom learning environments where all students are engaged, challenged and feel safe to take risks, and build beliefs in their own capacity to learn successfully and their understanding of the relationship between effort and success
- Teachers use daily checks for understanding and formative assessments to inform and modify their instruction and provide consistent and timely feedback to students in forms that clearly outline actions they can take to make further learning progress
- Teachers individualize process and product to allow all students to access content
- Students engage in rich conversations about complex texts
- Teachers will increase the depth of content focus in mathematics evidenced in students demonstrating their understanding of mathematical concepts by answering rigorous application problems.

Programming:

- Scholar programming will be responsive to student need and data cycles as well as the product of the Programming Committee that will include school leaders, UFT members, and SRI staff.
- All scholars will be engaged in an extended learning day consisting of a 7.5 hour day (8:00AM-3:39PM) inclusive of lunch. The teachers will be on a “staggered start” though the students will not be. It is understood that UFT represented employees who are teaching classes and CSA represented employees supervising teachers that may result in students receiving credit outside the SBO agreement for the regular school hours shall be paid on a per session basis and/or pro rata for an additional period or program. CSA members who work additional time beyond their contract will be paid per session or pro rata.
- CBO supported activities will be programmed into the regular part of the scholar schedules.

Assessment:

- Scholars will be assessed at the beginning of the year utilizing common periodic assessments in core subject areas to ensure that they get the appropriate instructional support and courses.
- Common assessments aligned to the CCLS will be given at the end of every marking period and data analysis will be facilitated in content and grade teams
- Assessment data will be utilized to revise curriculum, guide pacing of lessons, provide extra support to struggling learners, refer students to PPT and adjust programming

Ongoing assessment calendars will be organized by the Extended Cabinet consisting of school leaders, UFT members, Scholars, CBO director, School Secretary, Parent Coordinator and scholars.

### **Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By August 2016 the school will increase overall regents completion rate from 22.9 % to 29.1% by implementing a vertically aligned, CCLS based curricula (EngageNY in ELA and Math grades 9-11, Witsified in 9<sup>th</sup> grade and New Visions in Social Studies, Living Environment and Earth Science), adapted to meet the needs of the students, using the explicit pedagogical practices noted above.



## Part 4 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><b>Professional Development Plan:</b> The school will execute a systematic PD plan that consists of <b>group learning activities</b> and <b>individual coaching</b>. The Professional Learning Committee (consisting of UFT members, SRI coaches, and school leaders) will provide oversight and support to this ongoing work.</p> <p><b>Group Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Summer PD - Curricula Introduction and Unpacking (developed by school leaders in conjunction with SRI coaches) of EngageNY, SS, Advisory, CTE, etc</li> <li>2. September 30th - Engage ELA and Math, WITsi strategies (facilitated by SRI)</li> <li>3. Ongoing cycles - Weekly PD, Election Day, etc</li> <li>4. SRI PD for EngageNY and WITsi (multiple ongoing sessions approximately monthly)             <ol style="list-style-type: none"> <li>A. Early in September - A strong classroom culture, Instructional objectives as outlined by Danielson, and Using Hess's Rigor Matrix to design rigorous tasks</li> <li>B. Recurring curricula unpacking and adaptation throughout the year in order to ensure that EngageNY meets the needs of diverse learners</li> <li>C. Recurring Looking At Student Work (including assessments) and inquiry protocols in the teacher team</li> </ol> </li> </ol>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>HSRI team, administration and other DOE personnel</p>

<p>context throughout the year for the purpose of curricula and/or pedagogical modifications</p> <p><b>Individual Coaching:</b></p> <p>1. School leaders will develop a google document link outlining when they will visit teachers to provide coaching feedback. Minimally each teacher should be seen once per month. School leaders will provide timely, low inference feedback, and strategic support and personalized actionable next steps on the teachers instructional practices using the Danielson Framework for Instruction. Whenever appropriate UFT members will be invited to join in on this process (with teacher approval).</p> <p>2. SRI coaches will visit the school weekly and provide feedback to specific teacher leaders that is aligned to the Danielson Framework and provide actionable support and next steps. All members of the learning community will be invited to join in on these classes and debriefs as “fish bowls”</p> <p>The Principal, the Director of School Renewal (DSR), and any members of the learning community that wish to join, will do a weekly “learning walk” of the classrooms and provide a “holistic” school wide report on observed practices and next steps.</p>			
<p><b>Student Programming:</b> All students will be engaged in an extended learning day, inclusive of lunch. Teachers will be on a “staggered start” time. It is understood that UFT represented employees who are teaching classes and CSA represented employees supervising teachers that may result in students receiving credit outside regular school hours shall be paid on a pro rata basis. The program will be collaboratively developed by a Program Committee that consists of UFT members, SRI coaches, and school leaders, counselors, CBO’s.</p> <p>1. A full sequence of courses for SY 2015 will be developed by June 1, 2015. Included in the 7.5 hours of instructional time (inclusive of lunch) will be advisory, CTE courses, and other support services.</p> <p>2. All students will be preliminarily programmed as of June 27, 2015. Support for the programming will be provided by the SRI staff.</p>	All teachers	September 2015-June 2016	Teachers, support staff, administrators, students, parents, counselors, CBO’s
<p><b>Student Assessment:</b> Students will be given CCLS and where appropriate Regents- or AP- aligned assessments in a thoughtful manner so that students aren’t “over tested”. The Assessment Calendar will be collaboratively developed</p>	All teachers	September 2015-June 2016	Administration, HSRI coaches, and other DOE persone

by the Professional Learning Committee. The guidance below will direct their work:

1. All incoming 9th grade students will be given a pre-assessment that includes the WITsi assessment. Additionally the 8th grade state assessment data will be used to determine student needs.
2. Students will be given at least 2 full periods, CCLS/Regents aligned, common assessments per Semester. These assessment results will be analyzed by respective departments/teams to identify clear curricula or pedagogical next steps.
3. Students will be given at least one full period common assessment per marking period. These assessment results will be analyzed by respective departments/teams to identify clear curricula or pedagogical next steps.
4. Students/Families are provided an assessment calendar in September. Careful thought will be given to ensure that MOSL, PSAT, SAT, SAT II, AP Exams, Benchmark assessments , Finals, Midterms, Classroom Assessments, etc - will not be conglomerated to obstruct instructional time.

## Part 5 – Budget and Resource Alignment

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Curricula (Engage NY ELA, Math, New Visions Science & Social Studies)
  - Professional development: unit planning/“making EngageNY more thoughtful”, data analysis, use of grading platforms, note taking, inquiry driven instruction, backward planning, multiple entry points, LO and IO, and WITsi.
  - Content coaches, specifically, ELA, mathematics, science, and special education
  - Staggered teacher schedule
  - Dedicated daily teacher time which includes (weekly):
    1. 2 inquiry team periods
    2. 1 content CPT
    3. 1 PD period
  - Pro rata funding
- Extra funding for staffing based on student enrollment

<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

#### **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. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. By February 2016, 55% of senior students will be identified as “potential” graduates  2. By February 2016, 70% of cohort 2017 & 2018 students will attain 5 credits (4 of which will be in core content subjects).  3. By February 2016, 80% of students will have at least 1 major piece of extended student work aligned with CCLS per class.
<b>Part 6b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools 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 Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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), the American Institute of Research (AIR) Needs Assessment 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	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 element of the Framework for Great Schools 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 trends and sources.

#### **Areas of Celebration:**

- All staff members consistently enforce behavior expectations and provide additional training for teachers requiring assistance in classroom management.
- Provide additional PD for all staff on the collection, analysis and use of data to make informed decisions that increase student opportunities for academic and social success.
- Better defined, more transparent systems to support students' academic success
- Clearly articulated vision and mission that is internalized by all constituents
- CBO's that are integrated into the fabric of the school community
- Student behavioral expectations are posted, clearly communicated and all staff members promote expectations and support students in adhering to them
- Staff members need a deeper understanding of their role in creating and sustaining a culture of high academic and social expectations (through advisory, grading policy, bulletin boards, rubrics, behavior code, etc.)

#### **Areas of Focus:**

- School needs to cultivate a common understanding amongst all constituents of their individual and collective responsibility on the impact of students' social-emotional development

- All support systems and structures must be grounded in and articulated through the school's vision for meeting students' individual social-emotional needs
- All constituents must be held accountable for the analysis and utilization of student data to meet the needs of individual students

## **Part 2 – Summative Vision for Supportive Environment**

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

### **Overarching Vision for Supportive Environment at August Martin HS**

By June 2016, August Martin High School will be a school community built around high expectations for the socio-emotional development of each August Martin scholar where scholar voice, development of character and high academic expectations become the new brand. In order to impact the social and emotional development of all scholars at August Martin High school (AMHS) there must be an emphasis on developing scholars' social and emotional awareness. Stakeholders will describe AMHS as a safe, nurturing environment that supports the needs of all constituents and fosters civic and academic excellence through choice and collaboration.

To that extent, we have created a series of structures that we consider an integral part of scholars social and emotional development within the AMHS school community:

- Community Engagement Team (Principal, UFT Chapter Leader, CBO Director, Guidance Counselor, Parents, Staff, Scholars) (#10)
- Advisory Program (9th - 12th)
- Restorative approach to discipline (#5, #8)
- Programming
- Pupil Personnel Teams
- Attendance Team (#14)

#### **Community Engagement Team**

The CET will consist of a team of stakeholders that will include: Principal, UFT Chapter Leader, CBO Director, Guidance Counselor, Parents, Staff, Scholars) The CET will determine what social-emotional framework will be utilized to underpin initial efforts at supporting the community in the development, support and execution of CET social and emotional support structures. CET will identify the core values that are aligned with the school mission as well as 21st century skills

to anchor the development of the AMHS scholar. The CET will found the socio-emotional framework in the AMHS's core values (advocacy, leadership, community, collaboration, scholarship, inquiry, perseverance, communication)

### **Advisory Program**

Scholars in 9th through 12th grade will participate in an Advisory program that consists of approximately 20-25 students (depending on programming) in a class. The main focus of advisory will be advocacy. The advisory gives scholars a chance to discuss academic or behavioral problems they may be having, and the advisor advocates on the scholar's behalf when appropriate. Advisory provides a forum for scholars in which to discuss issues they face in their day-to-day lives, such as current events, particular issues in the school, or more controversial subjects. Scholars will be encouraged to suggest their own topics and to lead discussions. Advisories will focus on building community that guarantees that regardless of how their friendships shift, each scholar has a peer group and a place to discuss social issues. Advisory for every scholar will be differentiated per grade. 9th Grade: Identity and transition, 10th Grade: Academic expectations, 11th Grade: College preparation, 12th Grade: graduation, college preparation process. 12th Grade scholars will have an addition adviser who will specifically address each scholars needs and benchmarks to meet graduation criteria (#14)

An advisory committee, will facilitate curriculum development and professional learning for staff on advisory curriculum and classroom culture. Scholars will meet in their advisories five times a week in 47 minute periods. Almost every teacher at AMHS will have an advisory class.

Advisory program will include the following structures:

- Strong curriculum: A curriculum that includes teacher/student voice, aligned to the school's mission, core values and school themes/events, designed for college and career readiness and threaded with a strong literacy component
- Student-centered classroom culture: Advisory taught using student-centered collaborative protocols and with students arranged in a circle
- Community gathering: School leadership hosts a community gathering during the first advisory of every month to discuss communities needs, host community workshops (i.e. respect for all workshop) and celebrate school community successes (#6, #11, #13)
- Student-Led Conferences during Parent Engagement time as well as during Parent-Teacher Conferences. Students will create a portfolio of artifacts including reflections of work products and goals for improvement (#6).

\* AMHS Ambassadors will be formulated to be one of the venues for scholars to exercise their voices. The Martin Ambassadors will contribute ideas and communicate scholar wishes and perspectives and will work in tandem with school stakeholders to advocate for scholar voice. Martin Ambassadors will meet once a week on Wednesdays during lunch and with the following hierarchy (President, Vice-President, Secretary, Treasurer, Public Relations Representative and two grade level representatives)

The Principal is the facilitator of this leadership program during lunch that is a cross-grade program with a special focus on self-development. Martin Ambassadors will play a major role in the re-branding of the expectations for an AMHS scholar. The (SL) will include all the aforementioned structures as well as the following:

- Student selected entry criteria
- Student-teacher facilitated advisory sessions

- Mandatory community service component and school community involvement (i.e. teacher's assistant)
- One mandatory community project facilitation (i.e. propose, plan, lead and execute career day)
- Mandatory progress in all academic subjects from time of entry as a member
- Mandatory attendance to step up ceremony
- Health component

One goal of the Martin Ambassadors is to revise the Mission Statement in collaboration with the CET as well as revise the RSCEP. (#17)

Community Gathering - AMHS will host community gatherings where the entire learning community comes together for an assembly. During these assemblies important announcements will be made and specific successes celebrated (i.e. academic awards ceremonies). Each month there will be a school-wide workshop or speaker on a chosen theme that is aligned with AMHS mission, core values and community need. We will communicate with scholars all of the interventions, events, activities and community issues on a regular basis with all scholars. (#11 & #13)

### **Programming**

Students will be programmed using 47 minute periods as well as an extended learning environment consisting of a 7.5 hour day, inclusive of lunch. Students will receive an advisory period once a day Monday through Friday to ensure the differentiated needs of students.

### **Restorative Discipline Approach**

AMHS will develop a restorative approach to discipline that enables students to play an active role in meeting social, emotional and behavioral goals. AMHS will set up a support team that consists of an Assistant Principal, Youth Development Specialists and Guidance Counselors that work with students and their families to follow restorative discipline protocols. Students will participate in a reflective process using goal-setting, behavioral and academic tracking systems, peer mediation and peer mentorship to restore and adjust behavior to meet the high behavioral expectations of the AMHS learning community. Restorative discipline empowers students to resolve conflicts on their own. (#8)

**Pupil Personnel Team (PPT)** - PPT consists of 1 guidance counselor, social worker, special education lead, parent coordinator, school psychologist, and Community Based Organization member (CBO) supporting self-contained, special education and general education students transitioning to a least restrictive environment.

**Attendance Team** - The school attendance team consists of Principal, Guidance counselor, Social worker and attendance aide/monitor. The attendance team will track data in short cycles leading to early interventions before students disconnect from school. Students who have problems with attendance or lateness will receive daily wakeup calls, as well as any student who has not reported to school by period 3. Student attendance will be tracked and monitored by the team and low-attendance students will be targeted and supported by one of the Community Based Organizations. Review of LTA roster and work with attendance aide to remove them from register in an effort to increase attendance and graduation rate. Daily, weekly and monthly school attendance will be tracked and monitored by the attendance team and monthly actionable next steps will be created at the end of each meeting (#14).

## **Part 3 – Annual Goal**



Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the school will increase the attendance rate from 71.4% to 81.8% through the development of a grade specific Advisory program that provides a nurturing environment to support the needs of all constituents and fosters civic and academic excellence through choice and collaboration.

#### Part 4 – Action Plan

<b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Engage families and expand their understanding of a supportive environment in order to support their children at home.</li> </ul>	<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? (include school, educational consultants and/or CBO staff)</i>
<p><b>Advisory Program</b></p> <p><b>Advisory plan:</b> The school will execute an advisory program <b>/five days a week that supports students social-emotional and academic needs)</b> and every teacher has an advisory. The Advisory Committee (consisting of Principal/School administrator, Lead grade advisors (at least ONE must be ELA), guidance counselor, social worker) will provide oversight and support to all of the following:</p> <p><b>Advisory Committee Planning (AC) Activities:</b></p> <p>1. Summer PD - Curricular (collaborative curriculum development) (developed by school leaders in conjunction with SRI coaches)</p> <p>a. 6-8 core values (i.e. scholarship, service, leadership, advocacy, perseverance, service, community,</p>	<p>All Staff, students and parents</p>	<p>August 2015-June 2016</p>	<p>Teachers, Support Staff, Students, Parents, CBO's, Guidance Counselors, Social Worker, Administrators, Parent Coordinator</p>

<p>b. Thematic scope and sequence (i.e. Sept. “community”, Oct. “service”)</p> <p>c. College scaffold scope and sequence</p> <p>d. Develop an action plan to provide college support curriculum for grade specific needs which includes but is not limited to the following: importance of college, college essay writing, college application process, SAT preparation, FAFSA, mock interviews, etc.</p> <p>e. Literacy component</p> <p>f. Thread core content and daily advisory lessons with a literacy component that includes but is not limited to: complex, real-world texts, journal writing, academic writing pieces, presentations, reflective writing, etc.</p> <p>g. Health component</p> <p>h. Core content</p> <p>i. The advisory curriculum will use material aligned to school themes and “Big ideas” in their content areas and will work on skills like time management, organization, discussion etiquette, listening, and journal writing.</p> <p>j. Advisory curricula will be anchored in service learning and conflict resolution, not covered by the core academic courses.</p> <p>2. September 8 - 1 Hour-unpacking/introduction to advisory and advisory curriculum</p> <p>3. Ongoing cycles of collaboration - Advisor PD and AC planning meetings</p> <p><b>Monthly Advisory (teacher) PD</b></p> <p>a. AC PD for support around advisory curriculum and advisory classroom culture (once a month during community gatherings)</p> <p>b. Recurring curricula unpacking and adaptation of curriculum throughout the year.</p>			
<p><b>Restorative Discipline Plan</b></p> <p>AMHS will task a Youth Development Team (YDT). The YDT will consist of Coordinator of Security (safety /security), Youth development officers, Guidance counselor, &amp; Social worker)</p>	<p>All Staff, students and parents</p>	<p>August 2015-June 2016</p>	<p>CBO’s, Administrators, Parent Coordinator</p>

YDT will be responsible for supporting, facilitating and executing restorative justice practices and protocols within the AMHS community.

YDT Collaborative Planning Activities:

1. Summer Team Planning

a. Aug.- YDT will meet to establish and create protocols for restorative justice that include but are not limited to the following:

i. Contract/goal-setting development

ii. Ladder of referral

iii. Incident procedure

iv. Peer/student/parent conflict/resolution protocols

a. AMHS cultural/behavioral expectations handbook (handed out during Fall orientations)

2. On-going Support and professional development

a. Sept. YDT will attend school orientations to present/review and discuss restorative justice practices /present/facilitate a community gathering to the school community/present to parents at PTA/SLT

b. On-going professional support to teachers through the following:

i. Support advisors with facilitating conflict/resolution workshops during advisory

ii. Providing professional development workshops at the beginning of each term (twice a year)

iii. Creating/facilitating peer mediation club

iv. Targeting at-risk students\* (see below) proactively and facilitating goal-setting workshops

v. Evaluating discipline data weekly to determine where the areas of strength, growth, next steps, implementing plans of action around these trends

vi. Implementing restorative justice procedure for all conflicts in the moment as well as proactively to prevent conflicts from escalating

<p>3. Target at-risk Students-on-going cycle of intervention:</p> <p>a. Sept.-early warning system is established to identify students who are at-risk using the following indicators: attendance, academic, behavior monitoring, and transcripts</p> <p>b. Analysis of Data from an early warning system</p> <p>c. Based on the data match students to appropriate interventions (counseling - emotional or academic, support groups, advisory, academic tracking, reflective goal-setting, increased learning opportunities, content and credit recovery options, tutoring, co-curricular activities)</p> <p>d. An ongoing monitoring process to ensure that the early warning system is accurately identifying students and matching them appropriately</p>			

#### Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>- Curricula: Engage NY ELA &amp; Math, New Vision SS &amp; Science</p> <p>- Professional development: unit planning/“making EngageNY more thoughtful”, data analysis, use of grading platforms, note taking, inquiry driven instruction, backward planning, multiple entry points, LO and IO, and WITSi.</p> <p>- Content coaches, specifically, ELA, mathematics, science, and special education</p> <p>- Staggered teacher schedule</p> <p>- Dedicated daily teacher time which includes (weekly):</p> <p>2 inquiry team periods</p> <p>1 content CPT</p> <p>1 PD period</p> <p>- Pro rata funding</p> <p>Extra funding for staffing</p>											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E

	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>
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#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. By February 2016 the average monthly attendance will be 80%
2. By February 2016 cohort 2017, 2018 & 2019 students will have attained 5 credits (4 in core content areas).
3. By February 2016 80% of students will respond that they “agree” or “strongly agree” to the statement “Adults in my school care about me” on a school wide survey.
4. By February 2016 AMHS will have had at least one ceremony to honor students in the following categories: Academic Achievement; Attendance; Community Involvement and Most Improved

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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 Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	I
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	I
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	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 this element of the Framework for Great Schools 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 trends and sources.

##### **Areas of Celebration:**

- Two inquiry teams were established to allow cross-content teachers the opportunity to meet regularly to look at student work products of a target group of shared students. The teams utilized protocols to systemize looking at student work to identify skill deficiencies and design appropriate instructional interventions.
- Teacher leads supported teachers in implementing WITSi tasks across all content areas to foster a learning environment that is responsive to student need

##### **Areas of Focus:**

- Ensure that teachers develop lesson plans that use formative and summative data reflecting on the needs of all learners.
- Provide professional development opportunities for teachers focusing on the alignment of CCLS and on higher order questioning that challenges students

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 actionable next steps for learning.

## **Part 2 – Summative Vision for Collaborative Teachers**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

### **Overarching Vision for Collaborative Teachers at August Martin HS:**

The staff of August Martin High School will organize and operate with a shared sense of purpose, positivity and professionalism focused on creating a supportive and nurturing environment where all individuals are trusted, respected and expected to contribute actively in every aspect of the functioning of the school. In the idea that ‘education is love formation,’ as a collective, August Martin High School will strive to offer all members of the community new things to love. August Martin High School is a learning organization. This learning is done together toward building the leadership capacity, high achievement and personal development of all. Working deliberately as a collaborative community will best allow August Martin to meet the manifold needs of all students.

Shared leadership and decision making is a primary component of August Martin’s collaborative culture. August Martin High School will epitomize positive, cooperative and functioning professional relationships. August Martin High School will create networks of professionals across titles, grades and subject areas who work jointly to research, design and prepare materials, prepare lesson and unit plans, review and reflect on those plans and instructional practices, examine student work and share problems and solutions. In this context, educators will deepen content knowledge, enhance pedagogical practices, and develop knowledge of their craft and a sense of efficacy and connection to fellow educators, parents, community members and above all students. By committing itself to engaging as community where all have voice in decision-making, progress will be measured by surveys/assessments, progress from professional learning opportunities, student credit accumulation, student project and portfolios, graduation rates and participation in extracurricular activities.

In order to build this deep level of collaboration (i.e. versus false contrived collegiality and collaboration) among all staff members at August Martin, structures will be created that develop collective responsibility in creating the conditions that ensure student outcomes, that embed time for collaborative work and professional learning that push quality teaching and learn and a continuous cycle of innovation and improvement. The August Martin High School will structure efforts at collaboration around a conceptual framework of collective responsibility, structured time and innovation around quality teaching and learning.

### **Collective Responsibility**

The faculty of AMHS has a commitment to ensuring the needs of students are met through a praxis of continual collaboration that will develop and refine culturally responsive teaching practices, reflection, continually improved pedagogical practices and educated action to meet student needs.

In addition to codifying August Martin school-based governance structure as one of collaborative consensus, the following structures will encourage collective responsibility:

1. August Martin Vision Committee (AMVC)

a. The AMVC (See Effective Leadership section) will be the primary vehicle for educators to engage in school-based governance and shared decision making.

2. Professional Learning Communities:

a. All staff will meet 5 times weekly (across grades and departments) to ensure innovation, sharing of best practices, group approaches to meeting challenges and goals, consistency across classrooms, as well as ensuring student academic, social and emotional success and well-being. Teachers will plan units, lessons, projects and other student activities in teams. Units and Lessons will be planned around conceptual themes, course content requirements, learning objectives, essential questions et al.

b. Professional Learning time will support team planning, problem solving, unity and harmony. August Martin High School has a commitment to the horizontal and vertical alignment of curriculum, inquiry work and common planning. All teachers' circular 6 (professional activity) option will be required team meetings three (3) times weekly. Agendas for team meetings will be set by teachers in consultation with the focus on positive student outcomes and the steps toward or obstacles faced. Teacher team work will be reflected in all lesson and unit plans, attendance rates, and credit accumulation and student outcomes. Teacher team work will change throughout the week to accommodate academic/CTE alignment, grade teams and content teams.

c. Some examples of professional learning community structures that could be incorporated could include:

i. Study Groups

ii. Coaching – many types (Cognitive, School, Student-focused)

iii. Mentoring

iv. Lesson Study - Critical Friends Group (need a strong school culture with lots of trust for this one to be effective)

v. Classroom walk-throughs focused on Learning (Teachers providing feedback to each other)

vi. Curriculum development is a powerful collaborative structure that helps to align instructional expectations across a grade or department

vii. Guided Inter-visitations

viii. Peer Observations

ix. Use of protocols (Tuning Protocol, Descriptive Review etc.)

x. Use of video

xi. Teachers Teams that focus on Data Analysis (Looking at Student Work

xii. Use of Case Studies (Zoom in on a student from all aspects from academic to social emotional aspects)



## **Structured Time**

### **1. Fifty-eight minutes of Professional Development every Monday**

- a. The August Martin Vision Committee (in conjunction with SRI) will determine professional learning topics, decide how and by whom they will be delivered and assess and revise future professional learning initiatives on Monday. The schedule and topics of professional learning Monday's will be posted on the school's bulletin board (distribute school wide calendar in September with all activities)
- b. Structures might include lesson study, workshops, fishbowls, and book groups, traditional staff-led PD.
- c. Professional learning opportunities will focus on how the schools ensures student progress and that student needs are being met (e.g. by looking at student work, customizing instruction, creating and analyzing assessments, particular instructional strategy connected to culturally responsive and socially relevant pedagogical practices, analyzing data, vertical and horizontal curriculum alignment.
- d. Designing, aligning and modifying school-wide Advisory curriculum.
- e. Individuals and/or groups of educators may present, share and/or engage in action-oriented research.
- f. Members will share best practices of pedagogical approaches, student centered activities, student inquiry, literacy and numeracy strategies, writing across the curriculum, course alignment, and/or other novel learning approaches.

### **2. Fifty-eight Minutes of Parent Engagement every Tuesday**

- a. The August Martin Vision committee will recommend collective and individual actions that will be taken during this time to engage with parents. Presentations of student work and research, community gatherings and dinners, student-led conferences, seminars (e.g. college application and financial aid process, job search seminars).
- b. Other activities to be planned and implemented during Parent Engagement time will include but not be limited to: effective communication strategies, navigating the college admission and financial aid application process, career exploration and training, volunteering, activities for learning at home, decision making, work-based learning initiatives, School Leadership Team training et al.

### **Circular 6 / Professional Activities.**

- a. Three (3) times a week, educators will meet in grade, interdisciplinary, and special education groups.

### **3. Professional Learning Opportunities Beyond the School Day**

- a. Outside professional opportunities and group or school-wide field trips.
- b. 1-2 Day off-site staff retreat during January Regents Week
- c. Groups of educators will conduct tours and learning visits of other schools to research and adopt best practices of other schools. Substitute teachers will cover classes during this time.

## **Innovative Quality Teaching & Learning**

- 1. Ensuring true positive collaboration and shared responsibility requires operational structures that allow access points and time for all members of the August Martin community to participate in thinking, communication and decision

making. To build a practice of shared leadership, August Martin will form teams, and give them significant responsibility, schedule regular meetings times, continually endeavor to improve methods of communication and finds ways to implement shared decisions. A core operating belief of the August Martin community is that all educators (i.e. adults) have a genuine part in making decisions and implementing changes in a process of continuous school renewal. In a collaborative culture, reform is not imposed upon individuals but created by them. Educators working together are better able to create shared expectations and high standards for all students. Resulting from a true collaborative culture will be learning experiences that are richer and higher in quality, creating a shared vision and goals develop a sense of community, identify group norms use discussion and dialogue work through conflict. Professional Learning Communities will focus on how August Martin HS ensures that student needs are met. Teaching and learning at August Martin will incorporate best practices from academic research such as backwards planning (Understanding by Design), student-centered learning activities, active inquiry-based classrooms, activities rich in project and performance based learning, inclusion on competency or mastery-based learning, educator-as-facilitator practices and courses culminating in student-led conferences and presentation of research and learning.

a. Department teaching teams will plan lessons, units; student-centered activities et al. Department teams will also conduct inquiry cycles of student work. Members of the August Martin Faculty Senate Professional Learning Committee will create a form that will guide inquiry cycles (e.g. looking at student work, assessing student needs, customizing pedagogical approaches and activities, assessing student growth). These teams will also engage in recurring cycles of collective inquiry and action research to address student learning needs to impact learning outcomes.

b. Interdisciplinary teaching teams will develop and refine student protocols (e.g. WiTSI), project and performance based learning activities, Socratic seminars, student research projects, school wide student work projects et al.

c. Grade level teaching teams. Planning time interdisciplinary teams, teachers share same students, coordinate teams policies and procedures, discuss students, meet with parents, plan team activities thematic or cross cultural curricular units, examine student work, participate in professional learning time. Ongoing process of collective inquiry and action research collective analysis of student assessment data in relation to specific learning targets. Use of data to inform and assess effectiveness of instruction. Regular review of data to ensure they plan for individual student needs. Grade teams will also meet to develop and revise advisory curriculum and practices. 9th and 10th grade teachers will be part of their respective WiTSI grade teams, which will be co-facilitated by a teacher and HSRI coach. Other protocols to guide team work will be determined by the AFS.

d. Critical informal study groups will gather voluntarily and utilize specific approaches and protocols to discuss and assess specific school, department, grade and individual student learning goals, reflect on individual and group practices, collaboratively examine student work (as in Department Teams) reflect and improve practices. Structures might include lesson study, workshops and book groups. To ensure efficacy, Professional Learning Communities will follow norms, roles, time limits, agendas, and minutes, communicate with other teams.

e. Student Cultural / Social Emotional teams will discuss how best to meet the cultural, social and emotional needs of staff and students. These teams will work will benefit from input and participation of paraprofessionals, guidance counselors, social workers, school psychologists, participating CBO staff, parent coordinator, parents, community members and/or students as determined beneficial. Sharing student anecdotal, looking at student work, customizing culturally relevant and socially responsible instruction and analyzing assessments particular instructional strategies connected to culturally responsive teaching will also be conducted.

### Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 credit accumulation of 10<sup>th</sup> and 11<sup>th</sup> grade students will increase from 11.7% to 45.3%. This will be accomplished by ensuring that collaborative planning time is provided for core content teacher teams to meet and plan cohesive unit and lesson plans that use evidence of student learning in their design and development and by utilizing weekly PD time (58 minutes) to provide teachers with professional development on unpacking EngageNY ELA and Algebra Modules and New Visions Global History and Science curriculums effectively.

#### **Part 4 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<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? (include school, educational consultants and/or CBO staff)</i>
<p><b>Professional Development Plan:</b> The school will execute a systematic PD plan that consists of <b>group learning activities</b> and <b>individual coaching</b>. The Professional Learning Committee (consisting of UFT members, SRI coaches, and School leaders) will provide oversight and support to this ongoing work.</p> <p><b>Group Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Summer PD - Curricula Introduction and Unpacking (developed by school leaders in conjunction with SRI coaches) of EngageNY, SS, Advisory, CTE, etc</li> <li>2. September 8-9 - Engage ELA and Math, WITsi strategies (facilitated by SRI)</li> <li>3. Ongoing cycles - Weekly PD, Election Day, etc</li> <li>4. SRI PD for EngageNY and WITsi (multiple ongoing sessions approximately monthly)</li> </ol> <ol style="list-style-type: none"> <li>1. Early in September - A strong classroom culture, Instructional objectives as outlined by Danielson, and Using Hess's Rigor Matrix to design rigorous tasks</li> </ol>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>All Teachers and monitored by Administrators</p>

<p>2. Recurring curricula unpacking and adaptation throughout the year in order to ensure that EngageNY meets the needs of diverse learners</p> <p>3. Recurring LASW (including assessments) and inquiry protocols in the teacher team context throughout the year for the purpose of curricula and/or pedagogical modifications</p> <p>● Details of this plan, cycles, etc should be fleshed out where possible - ie WITsi and Curricula EngageNY calendar is done.</p>			
<p>Provide professional learning opportunities on working in teaching teams which will include but not limited to:</p> <p>1. Determining and refining protocols for teacher team work. Examples may include but not limited to (taken from the National Turning Points Center Center for Collaborative Education) <b>Consultancy Protocol</b> —Provides assistance in solving a problem or gaining insight into a dilemma. While useful for looking at student work, the Consultancy Protocol is especially effective for working collaboratively to problem solve around a particular instructional issue or challenge. <b>Collaborative Assessment Protocol</b> —Provides a systematic way of looking at a piece of student work to see what it reveals about the student’s thinking, knowledge, skills, and what matters to him or her. It also shows how the things that matter to the student relate to teachers’ learning goals and instructional practices. <b>Standards Protocol</b> —Provides a format for analyzing student work in relation to specific learning goals and a scoring rubric. <b>Charrette Protocol</b> — Provides a fresh perspective to a piece of work or a project to move it forward during development, or to improve its quality during revision. <b>Assignment Protocol</b> —Provides insights into how an assignment, project, unit or other piece of teacher work will enhance student learning. <b>Vertical Slice Protocol</b> —Provides a snapshot of what students know and are able to do by looking at a cross-section of ordinary work produced in a school over a narrow period of time.</p> <p>a. Create norms to ensure positive collaboration, reflection and harmony. Examples may include: Methods of debriefing, ensuring non-judgement and creating a safe space for sharing, reflection and growth, defining roles of alternating teacher team meeting leads.</p> <p>b. Establish procedures to communicate findings and best practices of respective teams to the larger Automotive community.</p>	Teachers	September 2015 – June 2016	All Teachers, SRI, and administrators
<p>Determine, train and refine common school-wide strategies and protocols to assist students with writing and literacy (e.g. Writing is Thinking with Strategic Inquiry (WITsi).</p>	Teachers	September 2015 – June 2016	All Teachers, SRI, and administrators

Provide weekly opportunities for staff to engage in sharing, collaborating and demonstrating best practices.	Teachers	September 2015 – June 2016	All Teachers, SRI, and administrators
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## **Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Curricula</li> <li>• Professional development: unit planning/“making EngageNY more thoughtful”, data analysis, use of grading platforms, note taking, inquiry driven instruction, backward planning, multiple entry points, LO and IO, and WITsi.</li> <li>• Content coaches, specifically, ELA, mathematics, science, and special education</li> <li>• Staggered teacher schedule</li> <li>• Dedicated daily teacher time which includes (weekly): 2 inquiry team periods 1 content CPT 1 PD period</li> <li>• Pro rata funding</li> <li>• Extra money for staffing</li> </ul>											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

## **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. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 80% of cohort 2017 & 2018 students will have accumulated 5 credits (4 in core content subjects)
By February 2016 85% of core content area teachers will have attended at least 2 PD’s on unpacking CCLS aligned curriculum
By February 2016 at least 4 inter-disciplinary teacher teams will be engaged in WITsi based inquiry work.
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
	<b>Tenet 2 Statement of Practice (SOP) Addressed</b>	<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<b>Part 1b. Needs/Areas for Improvement:</b> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>The school has created specific, measurable, 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, measurable, ambitious, results oriented and timely goals.</p> <p>Needs:</p> <ul style="list-style-type: none"> <li>Provide professional development to enable staff to address the needs of students with disabilities and English language learners.</li> <li>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 for on-going professional development.</li> <li>Ensure that the staff uses data to evaluate the performance of the school, different groups of students and individual students; support teachers in the use of data to drive instruction.</li> </ul>		

## **Part 2 – Summative Vision for Effective School Leadership**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

### **Overarching Vision for Effective School Leader for August Martin HS:**

August Martin HS is committed to cultivating a reciprocal learning environment that will be characterized by shared decision making and leadership with a mutual accountability. Leadership will encourage and ensure opportunities for open communication and collaboration. Leadership will build an infrastructure that supports high standards for quality instruction. School leaders will articulate a culture of high expectations and instruction that is based on student need. School leaders will ensure that students have the supports to meet the culture of high expectations and be college and career ready. School leaders will support the improvement of teacher practice through structured collaborative inquiry, teacher inter-visitations, cycles of frequent observations followed up with timely feedback that is accurate, time bound. All instructional supervisors will provide models of good instruction through classroom instruction and professional development.

### **Open Communication**

There will be open and honest communication built on trust and transparency between all constituents in the AMHS community. Open communication will be promoted through but not limited to all of the following:

- Community Engagement Team
  - August Martin Principal's Extended Cabinet
- Professional Development Committee
- Programming Committee
- School Leadership Team
- Parent-Teacher Association
- Advisory Committee

- Attendance Team
- Inquiry teacher teams
- Vertical teacher teams

Leadership will engage the full faculty and staff in activities and discussions related to the school's mission, vision, and core values and identify ways to increase and/or improve faculty communication. For example, the school leadership will present the Renewal Plan to the staff during the required Summer Institute. August Martin High School will work to develop the school's mission and vision during the one-week summer institute through a shared-decision making protocol and the school's mission will stay living document informed by the members of AMHS's learning community. Leadership will be characterized by a "lead by example" mentality that requires all stakeholders to collaborate on the core values of the school and make every decision with integrity and compassion.

### **Shared Decision-Making & Leadership with Mutual Accountability**

This involves multiple opportunities for engagement, structures, and defined roles.

1. The Principal will collaborate with key stakeholders (Parents, students, teachers, support staff) to determine the proposed scope of work for the CBO.
  - a. The Principal will then meet with the CBO point person to refine the scope of work and include appropriate benchmarks.
  - b. The Principal and the CBO point person will discuss the possibility of subcontracting required services not within the realm of the CBO.
2. The CBO will be introduced to the school community during the summer PD.
3. The CBO will participate in all school-wide functions including PD. In addition, the CBO will hold a seat on the Automotive Senate.
4. The CBO will be a member of the PPT and will rotate through Teacher Team meetings using a schedule arrived at through collaboration of all stakeholders.

### **Creation of the August Martin Community Engagement Team**

- AMCET, Principal's Extended Cabinet, Advisory, Programming, Academics, Attendance, Youth Development, & Professional Development - Staff will sign up after reading description of each committee (no more than 8 members per ) and they will select a committee leader. AMCET will meet at least once a month and committee leaders will communicate with school leaders via cabinet meetings.

The August Martin CET will be established to promote shared school based governance, responsibility and collaboration in the interests of furthering the educational mission of the school. The August Martin Vision Committee will make recommendations for the Cabinet to discuss and make decisions regarding implementation.

1. The August Martin CET will approve by-laws every year with the policies and procedures that guide its function. Every UFT staff member will have the opportunity to serve on one committee.



2. The August Martin CET will convene a Monthly Meeting once a month during the work day. Ad hoc meetings may be scheduled as needed.
3. August Martin CET will meet once a month during the regular school day.
4. Each August Martin CET will entertain an alternating Chair.
5. All staff members are expected to attend the August Martin CET Monthly Meeting. The Chair will have responsibility for formally inviting any and all guests for the meeting for which they are responsible.
6. Decision making will be done by consensus or a majority rule in cases where consensus is not reached.
7. Minutes and Agendas for all meetings will be made public.
8. Written request(s) or recommendation(s) offered by the August Martin will be discussed in a joint session and be responded to by the Cabinet and/or School Leadership Team. Recommendations made by the August Martin Vision Committee will be taken under advisement by School Leadership Team.

#### August Martin Committees

- Instruction will make recommendations on all aspects of instruction, curriculum, CTE/academic alignment and assessment.
- Advisory will make recommendations on matters affecting the school community and environment including the social emotional learning needs of students. Advisory curriculum and initiatives will also be determined and refined. Mentoring of new educators will also be determined.
- Programming will make recommendations regarding the school's program.
- Professional Development will make recommendations on all aspects of professional learning
- Attendance will monitor and make public cohort attendance and progress toward attendance goals. Incentives and supports will be developed, implemented and reviewed by the committee.
- Youth Development will make recommendations on matters pertaining to student discipline as well as support the development of the staff in restorative circles.

13. The August Martin CET, PPT, PTA, SLT, CBO, Consultative Council, and Student Government will convene weekly to review pertinent data points including but not limited to attendance and YD to make adjustments to policies, procedures, and messaging in an effort to support continued growth.

All APs will be responsible for instructional supervision as well as the continued review of scholarship, assessment data, and anecdotal data. APs will be assigned specific content areas to lead, however, learning walks, and informal observations will be shared in an effort to create equity.

a. APs will also be assigned specific, non-instructional duties, including but not limited to supervision of non-instructional personnel, Youth Development, technology, and the like.

b. Extended learning time, including Saturday School and extracurricular activities will be monitored by APs and Principal using a rotation approach.

c. APs will be assigned specific professional development sessions to facilitate based on personal interest and school need.

d. APs and Principal will meet as an Executive Cabinet weekly.

The August Martin CET will report regularly and assist in determining structures for shared accountability.

APs will assist in the formulation of curricula and student centered activities, differentiation techniques ready to use, integrating technology in the classroom, assisting with discipline and field trips or corollary learning experiences outside of the building, model lesson planning et al.

### **Infrastructure Supporting Quality Instruction**

The observation approach will be both formative and evaluative. The formative observations will follow the rules and regulations of Advance. The expectation is that the administrative team will be in classrooms daily, offering actionable feedback. That feedback will be delivered verbally as well as in writing when appropriate following Advance guidelines.

a. Data stemming from observations will be used to inform adjustments to the PD schedule.

1. The positions of "Department Chairperson" will be created and filled by teacher leaders selected by the AMCET and Principal's Extended Cabinet: The individuals will be in charge of facilitating department and possibly team meetings as well as developing agendas, keeping minutes, and memorializing next steps.

a. Chairpersons will be expected to participate in weekly Leadership Team meetings.

2. Goals setting, mid-year discussions, and EOY discussions will help to frame, support, and monitor teacher growth.

3. Professional development plans will be created collaboratively with each member of the learning community.

3. Goals setting, mid-year discussions and EOY discussions will help to frame, support, and monitor student growth.

a. License to Graduate will be created collaboratively with every student at August Martin HS.

4. The school will continue to utilize electronic gradebook.

a. Guidelines for the turn around for grade entry will be shared with the teaching staff.

b. The AMCET & Principal's Extended Cabinet will collaborate on reviewing and possibly revising the current grading policy.

5. The Data Specialist will support staff in unpacking various data points available through internal and external assessment.

a. Data review, including but not limited to scholarship, attendance, and YD, will be included in all Team Meetings as well during required whole school meetings.

b. The AMCET, Principal's Extended Cabinet, PTA, and SLT will review data in order to prioritize work, shift curricula, and/or make adjustments to policy/procedure.

c. Students will be involved in grade level community gatherings, quarterly, to review data and progress toward graduation.

6. Families will have access to student data via electronic platforms.

a. Training sessions to support families in navigating data will be included in PTA meetings.

7. In order to afford students additional time on task as well as offer opportunity for enrichment and remediation, teacher programs will be staggered. Students will be programmed for an 8 hour instructional day inclusive of lunch. Pro-rata will be available to those teachers who are interested in teaching sixth class in the event that additional teaching staff is required and not captured by the staggered schedule.

a. Student programs will be addressed individually utilizing transcripts and data from high-stakes assessments.

b. Programs will be reviewed with an eye on ensuring that “chemistry” is not a prohibitive factor in disseminating instruction.

8. Educators will have one opportunity a term to reflect on past practice, identify areas in need of support and determine specific future supports or assistance with the Principal. The Automotive community will meet once a week in department teams and once a week in grade teams with CTE educators (with the goal of alignment) present at both. Collaboration is educator-directed and on-going/progress of teams will be communicated during portions of the Monday PD sessions.

9. A programming committee will convene in the summer to determine programming structures that best meet student need.

10. Observations will be conducted in a spirit of development and collaboration. The evaluative cycle of observation will not begin until October 2015. All classroom visits conducted in September 2015 will be coaching in nature and will serve to support norming of what effective instruction looks like across the learning community.

11. By September 2015 and throughout the 2015-2016 school year:

12. Innovative organizational structures are implemented to distribute administrative responsibilities traditionally performed by the high school administrative team.

13. Innovative organizational structures are implemented to distribute administrative responsibilities (e.g., management, discipline, security) traditionally performed by the high school administrative team.

14. Administrative responsibilities are shared among staff members to engage all staff in and increase effectiveness of high school improvement strategies and initiatives

15. Offer PD on integrating technology across the curriculum, advisory curriculum, restorative justice practices, conflict resolution, literacy, CCLS strategies, professional conversations, content, general pedagogy, critical and analytical thinking, soft skills et al.

16. PD on critical and analytical thinking, executive functioning, ‘soft skills’ and college and career applications.

17. Monthly meetings/reports of the Automotive Senate to discuss productive, communication strategies, student progress, school procedures and decision making

#### Cabinet Level Inquiry Team

Formalized inquiry process where August Martin’s Instructional cabinet and HSRI team level around how to move teacher practice and products. At this meeting a group of representative teachers would be targets as the lens by which

we would be studying across the school. We would review feedback given to teachers by Principal, AP's, coaches as well as perform learning-walk rounds and utilize protocols to study teacher development. Together as a team we would set instructional goals for our target teachers and next steps to moving their practice based on data, student work samples and the school's instructional focus.

### ***Principal Mentoring***

Principal will meet with a mentor from Leadership Academy and CSA bi-monthly to set goals, create actions plans and assess and track progress in the following areas: school culture, instruction and accountability.

## **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

August Martin High School will develop and implement a calendar of cyclical observations and learning walks and ensuring all observations (both evaluative and non-evaluative) provide teachers with actionable feedback aligned to goals in domain 1 (components a-e) and domain 3 (components a-d ), with next steps for improvement.

## **Part 4 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<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? (include school, educational consultants and/or CBO staff)</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	Sept 2015- June 2016	Administrators
Principal and Assistant Principals offer professional development a minimum of twice time a week to ensure understanding and implementation of selected	Teachers, administrators	Sept 2015- June 2016	Administrators, renewal staff, outside observer

domains and competencies Domain 1 Planning and Preparation(1E, 1F), Domain 2 The Classroom Environment , Domain 3 Instruction (3B, 3D), Domain 4 Professional Responsibilities.			
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's Framework for Teaching (2.3)	Teachers, administrators	Sept 2015- June 2016	Talent Coach, teacher teams
The creation of the August Martin Community Engagement Team: A team of stakeholders that include: Principal, Assistant Principal's, Teachers, Parents, CBO's, Students	Administrators, Teachers, parents, students, CBOS's	Sept 2015- June 2016	administrators

#### **Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and 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.											
<b>Part 5b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

#### **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. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• 50% of staff members will be involved in distributive leadership opportunities</li> <li>• Written and timely actionable feedback on Danielson's Framework for Teaching – within 15 days of observation</li> <li>• 10% increase in the number of teachers moving up one level on the MOTP scale in Advance by June 2016</li> </ul>
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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 Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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), the American Institute of Research (AIR) Needs Assessment 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	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 element of the Framework for Great Schools 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 trends and 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 – Summative Vision for Strong Family and Community Ties**

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

#### **Overarching Vision for Strong Family and Community Ties at August Martin HS:**

August Martin High School is committed to creating strong family and community ties through a genuine partnership grounded in choice, voice and collaboration in an effort to increase student achievement. August Martin High School believes when educators, parents and community groups work collaboratively to support learning, students tend to stay engaged, stay in school longer, enjoy their school experience. August Martin High School has developed multiple tools for regular communication with scholars and families to foster their high expectations for student academic achievement. August Martin provides a welcoming environment for all members of our learning community, including families and visitors, by ensuring that everyone is treated respectfully and that all voices are heard.

August Martin High School's communication is reciprocal, on-going, and varied. In addition, the school leadership has ensured that there is regular communication between the school and its students and families and that this communication informs families of the high expectations for student academic achievement and social-emotional development. In order to enrich the culture of the school and advance the civic life of our school building families at AMHS will have multiple avenues to engage with the greater community to address challenges, support student development, and celebrate learning and student growth and accomplishments.

In order to increase family and community engagement, August Martin High School is committed to utilizing all of the following conduits for building strong family and community relations to support scholar achievement:

- **Communication:** Lower-Institute Showcase, Collaborative Learning Environment Technology, parent engagement block, targeted family and community outreach, community newsletters, internal needs assessment (survey), monthly progress reports, academic events, community celebrations/ gatherings
- **Collaboration:** August Martin Parent Vision Committee, Family Workshops, Family Center, On-line resources, community building events (softball tournament, battle of the grades, NYC holiday trip, etc. ), technology , literacy, college application and financial-aid workshops, advisory council
- **Support:** We engage the parents in discussion about education and the steps students need to take in order to excel. The Community Director and Community Based Manager will work with the PTA and parent coordinator in creating a family friendly environment. A needs assessment will be provided to all families in September to help identify their needs. The parent coordinator will provide an open house for new and old families discussing the opportunities available to the AMHS family. The entire staff will have training by one of the CBOs on how to communicate effectively with families, and all materials will be translated into languages predominantly identified at our school.

We invite staff members who speak the various languages to attend the workshops so that they can support the families and help to understand the intricacies of the public school system. In the beginning of the school year, we organize workshops for our families so that they are aware of graduation requirements, academic responsibilities, college and career readiness and other issues which impact learning. We invite parents to a curriculum night to introduce parents to the school's expectations of their child.

The Community Director and Community Based Manager will create a calendar of events, workshops, activities for the school year based on a needs assessment distributed to all constituents. The parent coordinator's and the Community Director's offices are inviting, warm and comfortable spaces that allow families the opportunity to engage in thoughtful conversations on how to support all students.

**Lower Institute Spring Showcase:** A showcase that provides all AMHS 9th and 10th Grade Scholars with an opportunity to present their coursework with the guidance of their advisor. Scholars will present in a round table discussion a portfolio of artifacts that represents their core as well as elective coursework to adult learners and stakeholders (community members, families, network, partners, peers, etc.). Scholars artifacts represent their learning journey and exhibits proficiency as they develop their 21<sup>st</sup> century skills on their way to college and career readiness. This event is a reflective opportunity for scholars to celebrate their work as well as receive quality feedback from stakeholders on their artifacts to help propel them forward to their next academic school year. This is a prestigious academic event that provides an invaluable academic experience for each child, as they will be presenting their artifacts within a round table discussion to adults within our school community.

**Collaborative Learning Environment Technology:** Learning management system designed to support student learning, facilitate communication and collaboration, and improve teacher practice. Teachers, students, and parents utilize on-line platform on a daily basis to access course resources, assignments, project plans, a multi-dimensional gradebook, online groups, and an extensive library of instructional resources for teachers. A web-based service delivered that is accessible 24/7 via any web browser with internet connection. The platform facilitates all of the following:

**Family Engagement Block:** Teachers will use 40 minutes to engage in one or more of the following parent engagement activities : face-to-face meetings, phone calls, written correspondence including email, creating newsletters in conjunction with parent coordinator, creating content for a school or class website or school answering machine, and preparing report cards or progress reports. Teachers calling and targeting their advisees to reach out them regarding events and/or open-school night. Parent Engagement time can also be used to prepare for any of the above.

**Family Outreach:** August Martin Community Engagement Team will partner with 21st century grant to facilitate and execute professional development series for families as well as participate in the advisory council meetings to review data on family and community outreach as well as the social-emotional needs of the scholars and adjust events, advisory curricular and community event topics and areas of focus. AMHS will implement Parent-Teacher Home Visit Model (PTHVM). AMHS will complete home visit rounds in during the course of the academic school year that includes a home visit attempt for every incoming 9th grade scholar at at AMHS. AMHS will implement this model to create and deepen trust between families and teachers and administration. Parent/teacher home/administration home visits is a core strategy for increasing student achievement in low-performing schools. AMHS has adopted a model of home visits developed by the Parent/Teacher Home Visit Project (PTHVP) of Sacramento, CA. ( <http://www.pthvp.org> ) This model is founded on the core belief that "parents and teachers are equally important co-educators given that the parent is the expert on the individual child while the teacher is the expert on the curriculum that must be mastered for success. In addition to home visits AMHS will host 9th through 12th grade orientations during the last week in August and first week in September that will delineate the expectations for scholars at AHS and will include an orientation packet with resources for the upcoming school year that includes a calendar as well as a workshop series for parents that helps assist them in unpacking their scholars curriculum. In addition, AHS will host a curriculum night , family week, coffee and calls, and Principal's Coffee Talk . Lastly, AMHS will utilize all of the following to community with families of its scholars: phone blast, backpack letters, and home visits.

**Community Outreach:** AMHS will create a re-branding information pamphlet that will include the new expectations of an AMHS scholar as well as highlight programs and areas of celebration within school community. This pamphlet will include a letter to the community from the principal informing them of the school's commitment to its scholars and the community at large. This pamphlet will be presented to the community board members at the community board meetings with the intention of building support in the community as well as attracting local community scholars to the school. AMHS will host an Open-House where prospective scholars as well as community members are invited to engage with the school community and receive informational materials regarding AMHS.



**Community Building Events:** School community will participate in monthly community gatherings to address school needs and trends, themes, issues in the larger context as well as community celebrations, fiestas and programs. In addition, AMHS will host a 9th grade ice cream social for 9th grade scholars to get to know each other and participate in community building events. AMHS will host a battle of the grades where each grade works together with their advisors and participates in community building activities and relay races. AMHS will host two community field trips where all constituents in the community are invited (i.e. NYC holiday shopping trip, ice skating trip, etc.)

### Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

August Martin High School will implement an authentic assessment event for the 9th & 10th Grade scholars to increase family engagement and in an effort to build community and support increased student outcomes.

### Part 4 – Action Plan

<b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<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? (include school, educational consultants and/or CBO staff)</i>
Strategy: In an effort to address the promotion and attendance of at risk students (special education students, English Language Learners, LTA) upon admission ( and 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)	students	On-going school year 2015-2016	Administrators, teachers, counselors
Students are also assigned a guidance counselor according to their cohort to ensure graduation and promotion	Students, parents, counselors	On-going school year 2015-2016	counselor

requirements are continuously monitored and communicated to both students and parents.			
Student programs will be designed to address the individual needs of each student based on-going assessments. (6.5)	students	On-going school year 2015-2016	IEP coordinator, administrator
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 and teachers	On-going school year 2015-2016	Administrators, teachers

### **Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

### **Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> <li>● Review of student transcripts by guidance counselors twice a year to ensure accuracy of courses needed to meet graduation requirements</li> <li>● Advisory/support teachers will share updated information to families via Skedula on a monthly basis. Administration will oversee the ongoing outreach by teachers to families.</li> <li>● Administration, ISS and ELL coordinators will meet weekly to ensure that students are receiving appropriate support</li> <li>● A 10% increase in parent participation in parent workshops and PTA meetings</li> </ul>
<p><b>Part 6b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## **Section 6: Expanded Learning Time (ELT) Program Description**

**Directions:** Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. 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. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

- By June 2016, all the students will receive an additional hour of ELT that will result in overall credit accumulation (10 or more credits per year) meeting or exceeding 45% for cohorts 2017, 2018 and 2019

### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
Each student will have an additional one hour of mandated extended learning time from Monday to Friday for the entire academic year of 2015-2016. The extended learning time will be utilized to provide an individualized program for all of August Martin's students. The 9th grade students will take an additional English Language Arts and Math course that will provide CCLS support to supplement their ELA and Algebra I skill deficiencies from elementary and middle school as a result of the Instructional Shifts. The 10th -12th grade students will be programmed with core classes that they are credit deficient, skill deficient and/or are in need of support to reach college-readiness scores and/or meet CCLS standards. ELT will also support on-track students by providing the opportunity for a CTE course track that leads to industry certifications in Culinary, Aviation and/or Business Entrepreneurship depending on student choice and aptitude. Lastly, ELT will allow for all students to have an advisory class five days a week to meet students' individual social-emotional needs and to be known personally by at least one adult in the school learning community. Our CBO partnerships with The Urban Arts, Future Project, Sound Music program will be utilized to continue providing our students with academic, social and emotional support. We will offer Saturday School for students identified as promotion in doubt.				

### **Part 3 – ELT Program Description**

**Target Population:** The ELT program for a Renewal School will be offered to **all students** in the school.

Describe how the school will meet the following SED requirements for an ELT program:

How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

How will CBO staff and the school's teachers be integrated to provide a seamless learning day?

- 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.
- What new content areas and opportunities will be offered to students?

- 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.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

#### Overarching Vision of the Extended Learning Time Program:

The CBO staff and teachers will meet on August 11, 2015 to identify all students in need of academic support. The community school director will collaborate with the school in developing an intensive program for cohort 2016.

The Community School Director will collaborate (August 11, 2015), with the school in developing an intensive ELT program for cohort 2016. In September (16-18 & 21-22), students in Cohort 2016 will meet one-on-one with their counselor and a member of the Child Center of New York to devise an educational plan of success. The students identified as in need of support will register on line with their counselor for academic courses needed to graduate in June 2016. The plans to engage cohort 2016 families/students in discussions around academic excellence are:

September 16- less than 10 credits

September 17 – less than 11- 20 credits

September 18 – less than 21 -30 credits

September 21 and 22 – students who were absent from the meetings listed above

September 25 – Extended Learning Time and Enrichment Program registration

The first full week of after school academic supports will begin on September 28, 2016.

Students/Families will meet in July to discuss the tentative educational plan for the Fall term. The Child Center of New York will survey the entire AMHS family in late June 2015 to identify the needs of AMHS students. Based on the surveys, the Child Center of New York will create programs to serve students. As well, the Community Director will establish special programs for cohort 2016 to ensure that the students graduate on time (51% or better) by June 2016. The Child Center of New York will sponsor Parent Workshops and student events during the summer for all cohorts, but will schedule several events for cohort 2016.

Teachers and CBO staff will spend time analyzing the data of the ISS, ELL and lowest third population. The data will be used to develop specific, targeted and engaging programs to help these students learn skills that are needed to graduate in a timely fashion. Teachers interested in working with the ELT program should have prior experience in using Witsi techniques and other strategies that support at risk students.

At least once a month the Community Director and team members will attend professional development workshops facilitated by the Renewal team. The team will discuss best practices, areas of concern, review benchmarks, and revise the program as needed.

During the summer, the CBO will sponsor Parent Meetings to engage families in discussions that focus on the graduation, career and counseling, college entrance exams, college application process, helping your child succeed in high school and beyond.

## **Part 4 – ELT Program Implementation and Oversight**

### **Part 4a. Who will implement the ELT program? Who will oversee the program?**

1. 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.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The CBO, Community Liaison, administrative team and teacher leaders will help to implement the ELT program. All details concerning ELT will be shared with the entire staff throughout the summer. A member of the administrative team along with a teacher lead will work together to ensure the efficiency of the program. The Community Director will work with all CBO's to determine who will assist the school with the ELT program.

The ELT should evaluate the program monthly reviewing attendance and academic progress of all students.

**Part 4b.** Timeline for implementation and completion, including start and end dates.

June 2015 - Cohort meetings with families/students

July 2015 - Community Director, Community Manager and administrative team will meet to organize ELT for Fall term  
August 2015 – send letters and make personal phone calls to cohort 2016 - who can register for after school classes in the fall?

September 2015 – inform and register interested students

October – December 2015 – monthly review of progress – team will review data, attendance, academic progress

January 2016 – review data of all registered students (credit accumulation, needs assessment, parent meetings) – who will earn a credit?

February – register students for after school classes

March – May 2016 – monthly meet with the team to review progress

June 2016 – Reflection - How successful was the program? What was the impact on academic progress?

## Part 5 – ELT Budget and Resource Alignment

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

We need at least 10-15 teachers, 3 administrators, 1-2 counselors, 2 school aides, 2 community associates, 5-6 classrooms, gym, PLATO rooms, and CBO's.

**Part 5b.** Indicate using an "X" the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

X	21 <sup>st</sup> Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

## Part 6 – ELT Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The school will use February 2016 as a time frame for mid-point progress monitoring. Attendance monthly records and student performance will be utilized as an indicator to monitor ELT. School leadership will ensure that Extended Learning Time is monitored and is mandated for all students of the Renewal Schools. Mid way through each marking period the administrator in charge and teacher leader will review the academic progress of all students. Families will receive a progress report detailing the areas of strengths and weaknesses of their child. Early intervention prior to the end of the marking period is key to the success of the ELT program. It is important that all stakeholders participate in monitoring progress and establishing strategies/safety net that support students in excelling in the ELT program.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



## Section 7: Community School Description

**Directions:** The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

### Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

#### **1. Goal 1. Improved Academic Achievement**

##### **Target Benchmark:**

**51% of the 2016 graduation cohort will graduate on time.**

##### **Program Performance Indicators:**

- 1. Improvement and growth in student academic achievement (graduation rates )**
- 2. Documented involvement in extended learning opportunities.**

##### **Focus Areas:**

- 1. Summer Programming/summer engagement- Summer student barbeque and Parent Meetings, outlining academic progress and goals.**
- 2. Youth Advocacy- each 2016 cohort student is assigned a youth advocate- 100% of students will complete a youth advocate needs assessment by October 2016. Goals will be designated based on the needs assessment.**
- 3. Internship Program targeting 38% of the 2016 cohort students, who are currently performing on a 10<sup>th</sup> grade level.**
- 4. Extended learning- 10<sup>th</sup> and 11<sup>th</sup> period and Saturday programming that includes, intentional academic enrichment and creating opportunities for other recreational activities. Creating an afterschool and Saturday enrichment/academic environment utilizing community partnerships and internal resources.**
- 5. Exposing students to post secondary planning options. Utilizing the “Overcoming Obstacles” curriculum through youth advocate monthly groups throughout the entire school year. These groups will attend 3 locally based tours and 2 out of state tours.**

##### **Performance Metrics:**

- 1. Graduation Rates**

#### **2. Goal 2. Improved Student Engagement**

##### **Target Benchmark:**

- 1. 50% of the students will show improvement in resiliency upon post testing.**
- 2. 100% of the students will have the opportunity to earn attendance incentive trips and access to special events.**

##### **Program Performance Indicators:**

1. Improved attendance rates.
2. Evidence of growth in areas of school culture and climate. (Tracking attendance and behavioral incidents.
3. Documented attendance in Success Highways Resiliency curriculum.
4. Engagement/attendance in enrichment/extended learning services.
5. Restorative Justice Implementation and data tracking.
6. Weekly student success summits/attendance meetings and minutes. Student Success summits to review attendance and identify attendance risks. Develop an intervention plan.

**Focus Areas:**

1. Creating enrichment services based on student needs assessments.
2. Resiliency Curriculum
3. Mental Health Support
4. Internship Program and opportunities.

**Performance Metrics:**

1. Scholar Centric's pre/post exams. Those at risk will participate in a resiliency based curriculum.

**School Attendance Rates.**

2. Tracking Behavioral Incidents and at risk students.
3. Referrals for mental health services.
3. Goal 3. Improved Mental Health and Socio/Emotional Wellness

**Target Benchmark:** 85% of the students targeted, will participate in mental health services and support groups by June 2016.

**Program Performance Indicators:**

1. Mental Health Referrals and attendance for follow-up support services.
2. Resiliency Support group attendance

**Focus areas:**

1. Creating a mental health intervention team.
2. Normalizing support services.



**3. Group and individual interventions.**

**4. Youth Advocate services.**

**Performance Metrics:**

**1. Post Exams**

**2. Documentation of Referral and engagement services**

**3. Goal 4. Increased Parent Involvement**

**Target Benchmark:**

**1. Increased parent attendance at parent meetings, workshops and other engagement opportunities from the previous year.**

**Program Performance Indicators:**

**1. Increased amount of services and opportunities offered to parents.**

**Focus Areas:**

**1. Family Education workshops (pre/post surveys)**

**2. Entrepreneurial/educational enrichment workshops for parents**

**3. Individualized and grade focused parent outreach (more phone calls and engagement Efforts)**

**4. Parent's need assessments (Pre and Post)**

**Performance Metrics**

**1. Parent event attendance tracking**

**2. Post Surveys**

**5. Goal 5. Developing a culture of service learning.**

**Strengthening the student academies.**

**Target Benchmark:**

**1. 100% of academies will engage in 2-3 School-wide Service Projects to promote service and the significance of their academy.**

**2. Each academy will create a student-led end of the year service report.**

**Performance Indicators:**

**1. Community Service Showcases**

## **2. Evidence of project reflection artwork and displays.**

### **Focus Areas:**

#### **3. Service mission of each Academy**

#### **4. Giving Back**

#### **5. Developing the academic, civic, leadership, and life skills that young people need to succeed in life.**

### **Performance Metrics:**

#### **1. Service Culmination event**

#### **2. End of the year Service Report**

#### **3. Post surveys**

#### **6. Goal 6. Develop collaborative Partnerships between the school community and the community to have a collective impact on student success.**

### **Target Benchmark:**

#### **1. Identifying resources in the local community to support family and student needs. Creating viable resource directory based identified student and family needs.**

#### **2. Strengthening and developing partnerships with local community to support unique opportunities within our existing academies. The academies are: Aviation, Culinary, Communication and Business and Law.**

### **Performance Indicators**

#### **1. To build and utilize existing resources and build partnerships to support the schools aeronautic academy. Eg, Utilizing the partnership with Vaughn College to expose students to careers, opportunities and experiences related to a variety of careers in the field of aeronautics.**

#### **2. Developing a partnership with St. John's College to expose students to the legal system and the variety of careers in the field of Law and Business.**

#### **3. Developing partnerships with local restaurants that will support and help to develop our culinary academy and offer unique learning opportunities for our students. Eg. Opening student-led café, currently in existence, but not utilized.**

#### **4. Develop partnerships to re-launch the school's communication academy, including the existing student studio to develop the expertise of broadcasting. Eg. Creating opportunities**

**To broadcast school news, highlights and sporting events.**

#### **5. Track and develop a resource directory that provides partnership opportunities for students and families.**

### **Focus Area:**

1. Support and attract incoming students.
2. Bolster existing school academies.
3. Improve student attendance.
4. Prepare students for post-secondary options

#### Performance Metrics

#### 1. Resource Directory

#### Documentation Of Academy Activities and events

### **Part 2 – Community School Program Description**

**Part 2a.** Identify the target population(s) to be served by the Community School program and the scope of the services provided.

As a Community School we support the entire school community. We will provide services to all of the students in August Martin High School. There will be targeted interventions for rising Seniors and additional support services for all other underclassmen and parents. Utilizing the focused approach of the community school model, The Child Center of New York will increase opportunities for academic achievement. Through partnerships, the school community will become a rich environment of engagement, instruction and data tracking. The scope of services have been developed through 6 goals. They include:

1. 51% of the student 2016 cohort will graduate on time.
2. To increase student engagement.
3. To improve mental health and social emotional health.
4. To increase parent engagement.
5. To develop a culture of Service Learning.
6. To develop collaborative Partnerships with Community organizations to support student success.

The strategies that will be implemented to achieve these student based outcomes include: To target 12<sup>th</sup> graders and their parents through intentional summer engagement strategies that will serve to identify their academic goals for the upcoming year and to link them with the CCNY youth advocate staff. The youth advocates will serve as the primary counselors and advocates throughout their senior year. They will track their attendance, arrival to school, grades and overall functioning on a daily, weekly and on an as needed basis. These advocates will be the student's liaison to academic success. All targeted students will be provided with a risk assessment to understand their areas of need.

The students will be broken into 3 core groups- those on track to graduate, those who require motivation, guidance and consistency to stay on track and those students who are not on track. For those students on track, besides their youth advocates, these students will be celebrated for their successes and will meet monthly for achievement based services. They will be offered the leadership opportunities through our afterschool programming, WIA (Workforce Initiative) and Robotics, special trips, student government offerings and desired incentives based on student surveys. Additional enrichment services are offered through our in house partnerships with other CBO's. Those students who are underachieving will also receive youth advocate support and be offered the opportunity to participate in a stipend

earning internship program that will occur within the school. Students will be given the option to participate in this internship opportunity, as long as they attend school regularly; they attend the extended learning academic enrichment and maintain a certain grade point average. They will also be celebrated monthly and more personal outreach will occur daily with their youth advocate. For students who require more intensive supervision, besides youth advocates, they will be celebrated weekly in smaller support groups to review the success of the past and upcoming weeks. These students will also be enrolled in extended day learning opportunities and given the opportunity to enroll in our NDA program that also provides additional academic enrichment, personalized tutoring and internship/stipend opportunities. College and career goals will be set with each of these students and activities (college trips, tours, college fairs etc. that foster post-secondary readiness planning will be provided to all students. Monthly there will be college readiness and group activities, led by the youth advocate. There will be expectations and incentives built around the college and career events attended. While extended day and enrichment will be offered to all of these students, these activities will occur on Saturday and during after school hours.

As part of the scope of services offered around engagement, all students will be a part of our school-wide attendance incentives that will acknowledge student achievement in this area. Weekly Student success summits/ attendance meetings will celebrate successes and also highlight students, who require more intense supervision. Those students will be targeted by our mental health team to receive success interventions, which will include a risk assessment. If determined in need, we will engage the student through our Success Highways resiliency curriculum and intervention services. The student will work closely with our mental health staff to develop their resiliency skills and academic needs. At the conclusion of the program, these students will be acknowledged in a ceremony that highlights their success. Group interventions will be a part of the intervention strategy. Post-testing will indicate improvement, if not, this student will continue to be monitored for support services, including enrichment and positive opportunities to re-engage the student. Through partnerships, we will continue to work as a school community to make available a variety of engagement strategies to connect to each and every student, who is in need of the support.

Restorative justice practices will also be implemented as a strategy by the CBO and the school staff. These opportunities will assist in keeping students engaged in their school community and will provide them with a sense that the school Community is invested in their success.

A central component of the Community School model will be a mental health support team that will assist in supporting those students and families that are most at risk, in addition to those students that might need some support at a critical point in their lives. Students will be referred for mental health services through risk assessments, staff/teacher referrals and self-referral requests. This team is created to support the social/emotional needs of our students. Services will include individual, group, family and curriculum based services. The team will be led by a licensed social worker and will include counselors and interns . All students are eligible for these services and if more intensive services are needed or if there is a reason a student cannot be serviced in-house, an external referral will be made. Referrals will be tracked to determine success and to ensure that identified needs are being met. This service is available to all students.

Increasing parent engagement will be a strategy that is embedded in creating an atmosphere for student's to achieve. Parents will be engaged by CCNY staff and encouraged to be a partner in their child's academic progress this June and during the summer. We will begin to create the connections to the community school model and to complete a needs assessments for parents.. In the beginning of the school year, we will host several "Meet and Greet" events, so that parents are also able to meet their child's teachers. Gatherings will occur by each grade to connect parents with similar parents and to build student relationships. Individualized and grade focused parent outreach will be implemented. Focus on trainings will be provided to school staff on engaging parents. Personal dialogues and conversations will offer parents options when setting appointments with school staff. In addition to that, emphasis will be placed on highlighting student achievements. Phone conversations will focus on those students doing well and acknowledging their achievements. Besides offering family based education services, activities will be offered during the day, as well as in the evening, to engage all parents in the success of their students. We will offer family academy services, educational and business related workshops based on a needs assessment completed by the parent. We will track attendance throughout the year and conduct post surveys for parents at the end of the year.

Creating a Service Learning community will help to develop the leadership, academic, civic and life skills required for the student's to grow and graduate. We will conduct student-led service projects based on school academies and require each academy engage in 2-3 service projects throughout the year. There will be semester based showcases to display the work completed by each academy and the respective students. The service projects will be centered on the significance of each academy and those service based interests of the students. At the end of the year, there will be a culminating service event. A culminating report indicating how many people were impacted by the efforts of the students. Student reflections will also be gathered to demonstrate areas of growth for the students.

Finally, creating partnerships that support our academic academies will support and attract incoming students. It will bolster existing school academies. Improve student attendance and will prepare students for post-secondary options.

**Part 2b.** Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The Community School will participate in the NYCDOE network as a guidance and support for renewal Community Schools. DOE and CCNY staff will attend all mandatory meetings to establish and support the development of the Community School. CCNY is also an active member of the Mayor's leadership committee on Community Schools and we attend those meetings on a monthly basis.

CCNY and AMHS leadership team have met to discuss the Community School implementation process and the hiring of the Community School director. The Community School Director's job description and posting has been created and approved by both CCNY and the AMHS Principal, Ms. Gillian Smith. The position has been posted and the school and CCNY will collaborate to identify a program director.

There has been 2 SLT meetings that CCNY has participated in and as a result of those meetings, assessment dates were identified to engage parents, teachers and students. Currently, AMHS and CCNY have held parent/student information nights targeting all grades. Meetings were set up for the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades. There was also a parent meeting held for PTA elections. These evening meeting occurred during 6/8- 6/11. During all of these meetings the AMHS Guidance staff discussed graduation requirements and the CCNY staff introduced the Community School initiative. Following the information session, all parents were given needs assessment surveys to complete. In addition, parents talked in small groups about changes they would like to see in their school.

Assessments have been completed by both students and teachers as well. The SLT meetings have served as a planning committee and during the last meeting on 6/15/15, both AMHS leadership staff and CCNY have decided to host more engagement activities for parents, students and particularly for the 12<sup>th</sup> grade 2016 cohort, during July and August. Our goal is to create opportunities to foster relationships with our CCNY and AMHS staff. Although all staff will not participate in our summer engagement series, some key leadership staff will.

During the school year, we will collaborate to continue to engage parents in their student's education. Besides monthly forums, we anticipate hosting smaller more intimate grade level gatherings, conducting more personalized phone calls and outreach and offering a host of parent education workshops, fun family nights, entrepreneurial education services and support. We also have agreed to offer opportunities to parents, not just in the evenings, but in the mornings as well. The goal is to create an active parent environment. AMHS Parent Coordinator and CCNY parent Engagement staff will meet bi-weekly to plan, reflect, strategize and celebrate the family partnership work. We will also work with the academies to support any student projects and showcases and engage parents in that way as well. We will track attendance by family and consistently evaluate our practices. We will contact parents weekly to identify successes in their student's achievements. In addition, parents will fill out needs assessment surveys, as well as pre and post satisfaction surveys, which we will use mid-year and at the end of the year to understand the impact and needs of our parent engagement strategies.

Mental health and focused student support will be provided by our mental health team which will consist of a licensed social worker and other counseling staff. Access to these services will be available to all students based on needs, referrals, walk-ins and risk assessments. Services will include the range of mental health services and also resiliency focused groups and support. Youth advocates will be assigned to cohort 2016 students. They will track daily attendance, academic progress and the overall social/emotional needs of the students. They will develop meaningful adult-child relationships with these students. They will serve as their personal counselors and advocates to ensure their academic success and to decrease any barriers to achieving graduation outcomes. Professional development will occur monthly to understand trends, effective intervention strategies, school-wide needs and to continuously connect resources to the community school. Weekly meetings will occur with our mental health team leader, AMHS School Principal or designee to understand the case management cases, needs and to strategize regarding practices. Data tracking and support services for the mental health and youth advocate staff will be ongoing. Data will be tracked to understand best practices, trends, student referrals required, continued concerns and school needs.

Extended learning and enrichment opportunities will be designed based on academic needs and needs assessments. Utilizing our partnerships, opportunities will be offered to assist students achieve academic outcomes and to engage in learning utilizing different strategies. Internships, Project based learning and internships are some of the strategies that will engage students in learning and supporting their academic goals. Opportunities will be offered during afterschool hours and on Saturdays. Planning sessions will occur once all needs assessments have been completed to understand the needs of the school. Focus will continuously include enrichment activities through CCNY and school partnerships to emphasize student engagement and to combat chronic absenteeism strategies. Activities, attendance and other relevant data will continually be assessed.

### **Part 3 – Community School Program Implementation and Oversight**

**Part 3a.** Who will implement the Community School program? Who will oversee the program?

4. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
5. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
6. Explain how you will evaluate the program to assess impact on student achievement.

The Community School Director will be a driving force of connectedness, resource coordination, strategic assessment and outcomes tracking at August Martin High School. By ensuring that a holistic approach toward improving academic performance is driven by strong, collaborative partnerships among the Principal, students, parents, school faculty and neighborhood stakeholders. The Director will play a valuable role in aligning positive communication, planning and resources. The Community School Director will work alongside the Principal or the Principal's designee and the school leadership team to manage resources, service delivery and document demonstrated impact on the student based outcomes. The Director is a crucial leader in aligning resources to best meet student, family and community needs and is an essential link to bridging services, opportunities and supports that assure the success of all students attending the community school. The Community School planning team will consist of the Principal and/or her designee, the Assistant Principal, The Community School director.. We will meet each week to discuss the program's

progress, impact and areas of need. Other key Community school staff include: the Social worker, youth advocates, the Family Engagement worker, the Office Manager, counselors/interns, group leaders and the data analysis worker. Essential school staff include the Parent Coordinator, the PTA President and the school's teaching and guidance staff. (#6)

Our CBO partners include Child Center of NY Urban Arts, King of Kings, CAMBA, LIJ and Comedy Hall of Fame. These partners will meet with our Community School Director to discuss identified survey needs and how to collaborate and coordinate services to meet those needs. We will begin to meet these community based organizations during the summer to strategize on enrichment services and activities to be offered beginning next Fall. (#16)

Other Enrichment suggestions include: gender based offerings, which includes (hygiene, etiquette, life skills) employment licensed and certification classes, service learning options, money skills management, dance Sports Communication, Music and sports.

The ELT component of the Community School will focus on academic enrichment on Monday-Thursday from 3:39-5:18PM. Through discussions with the AMHS leadership team, CCNY will support ELT services for the 12<sup>th</sup> grade students who are not on track for graduation. This is a total of 80 students and they represent the lower one third of students. CCNY will hire 6 teachers to host the ELT classes. These subject areas include English, Science, Social Studies and (2) Math teachers. To create the collective impact, the school will support ELT interventions for the rest of the school body.

The Child Center of New York will evaluate the success of the Community School utilizing different strategies. Besides monitoring report cards, attendance data form ELT classes, enrichment and other special events, the various surveys including parent feedback, student, pre and post resiliency surveys and any other surveys conducted, the Community School team will also use narrative and reflective data to understand the school's impact. All measurable metrics will also be assessed to understand specific goal achievement. In addition, CCNY will hire Owens Consulting as an external evaluator. Owens Consulting will assist us in developing a logic model framework that will guide our collective impact strategy and will also be used to monitor our success. Throughout the year, the Community School planning team will re-evaluate impact and strategy success at least 2-3 times during the school year. All aspects of programming will be reviewed, including mental health service, academic improvement, parent involvement, partnership development and the service learning community development.

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

Resources include staffing to lead this initiative and to support the collective impact strategy. CCNY and AMHS will need to identify the teachers for the ELT services. Efforts will continue to build the mental health program team which includes hiring a social worker and counselors/interns to meet school needs. In addition to that we need to hire our Youth Advocacy staff and our Community School leadership team, including the Director and Assistant Director.

Schedule needs and adjustments will be completed in collaboration with the AMHS leadership team. We will extend ELT services to Saturdays and will provide enrichment during after school hours. ELT service dates will run in conjunction with the school's ELT program. The school currently provides community services within the building to 11pm on Mondays through Fridays and the Community School will continue to service the community in that manner.

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

May 18th SLT Meeting

June 4 AMHS Leadership Team Meeting

June 8-11 Cohort Parent and Student Meetings, Student Focus groups- Needs Assessments and surveys

June 9<sup>th</sup> Community School Director Posting

June 15-18 CEP Development

June 15<sup>th</sup> SLT Meeting

June 18<sup>th</sup> Teacher Focus Group Meetings

June 26<sup>th</sup> AMHS graduation

July 6-10<sup>th</sup> Hiring Community school Director

July 13-August 10<sup>th</sup> Hiring all Community School Staff

July 13<sup>th</sup> -July 17<sup>th</sup> - Parent phone call Outreach 12<sup>th</sup> grade

July 20-23<sup>rd</sup> – **Separate Parent Meetings with 12<sup>th</sup> graders on track and off track students**

July 20<sup>th</sup> - Bottom quarter

July 21<sup>st</sup> - Middle Achievers- 10<sup>th</sup> grade

July 22<sup>nd</sup> - Middle Achievers- 10<sup>th</sup> grade

July 23<sup>rd</sup> - Highest Achievers Separate Parent Meetings with on track and off track students

July 25<sup>th</sup> - 12<sup>th</sup> Grade student Barbeque

August 3-7<sup>th</sup> Parent outreach for grades 9, 10<sup>th</sup> and 11<sup>th</sup>

August 10<sup>th</sup> -14<sup>th</sup> Parent Meetings- grades 9-11<sup>th</sup>

August 11<sup>th</sup> - Leadership School Meeting – Discuss ELT student and developing an intensive ELT program and Cycles

August 12<sup>th</sup> –Logic model development- Owens Consulting

August 17-18- Trainings

August 19-27 CCNY Staff Trainings

### **Student Orientations**

September 8<sup>th</sup> Community School Teacher Orientation Luncheon

September 9<sup>th</sup> - First Day School (School Fair) CBO t-shirt giveaway/ picture day

Community School Services Begins

Teacher Luncheon and staff workshop

September 10 Student Welcome Back Party- Food and Surveys



September 11 Cohort 2016 (33% on track 12<sup>th</sup> grade student party) Celebration!!!!

September 10-11 ELT CBO Day- Promotions in lunchroom and advisories

September 10 Student Welcome Back Party- Food and Surveys

9<sup>th</sup> grade Ice cream social

9<sup>th</sup> grade Curriculum Night

September 10-11 ELT CBO Day- Promotions in lunchroom and advisories

Meet your Youth Advocate

September 11 Cohort 2016 (33% on track 12<sup>th</sup> grade student party) Celebration!!!!

10<sup>th</sup> grade Curriculum Night

September 16<sup>th</sup> , 17<sup>th</sup> , 18<sup>th</sup> - 12<sup>th</sup> grade Curriculum Night/ Meeting with Guidance Counselors and parents

September 16<sup>th</sup> – Cohort 2016 (less than 10 credits)

September 17<sup>th</sup> - Cohort 2016 (11-20 credits)

September 18<sup>th</sup> – Cohort 2016 (21-30 credits)

September 21<sup>st</sup> and 22<sup>nd</sup> – Meeting with students who missed cohort meetings

September 25<sup>th</sup> - ELT Registration and Enrichment Fair

September 18<sup>th</sup> – Success Summit and Attendance Meeting to occur weekly

September 21<sup>st</sup> – 11<sup>th</sup> grade Curriculum Night

September 28<sup>th</sup> – ELT and enrichment Services begin

September 15-30 (3 Parent Workshops) Family Fun Nights

Attendance Incentive Trip

September 14<sup>th</sup> and 28- PPT/Case Conferences

October – Mid Semester Review of Progress

-Advisory

(3 Parent Workshops)

CS Meeting

Attendance Incentive Trip

Marking Period 1 Celebration

Teacher/CBO monthly training

October 12<sup>th</sup> and 26<sup>th</sup> - PPT/Case Conferences

November 9<sup>th</sup> -13

Data Team to Review Academics, Mental Health Services, Enrichment, ELT, Parent Engagement Strategies and Community School Effectiveness.

November 16<sup>th</sup> -20th Creating a progress report

(3 Parent Workshops)

(Community School Meeting)

Attendance Incentive Trip

Teacher/CBO monthly training

College Tour #1

November 9<sup>th</sup> and 23<sup>rd</sup> - PPT/Case Conferences

College Fair Event

December- 1<sup>st</sup> Academy Based Service Learning Showcases

(Community School Meeting)

December – Family Celebration

(3 parent Workshops)

Attendance Incentive Trip

Marking Period 2 Celebration

Teacher/CBO monthly training

December 7<sup>th</sup> and December 14th –PPT/Case Conferences

January – Review of credit accumulation

Data Team to Review Academics, Mental Health Services, Enrichment, ELT, Parent Engagement Strategies and Community School Effectiveness. Assessment of community School impact- Parent, teacher, students assessments

( 3 parent workshops)

(Community School Meeting)

Attendance Incentive Trip and Award Ceremony

Teacher/CBO monthly training

January 11<sup>th</sup> and 25<sup>th</sup> -PPT/ Case Conferences

Career Fair

February- New Registration for ELT

(3 parent Meetings)

(Community School Meeting)

Attendance Incentive Trip and award Ceremony

Marking Period 3 Celebration

Teacher/CBO monthly training

College Tour#2

February 15<sup>th</sup> and February 26th-PPT/Case Conferences

March (3 parent Meetings)

(Community School Meeting)

Attendance Incentive Trip and Award Ceremony

Academy Service learning project and Showcase #2

Data Team to Review Academics, Mental Health Services, Enrichment, ELT, Parent Engagement Strategies and Community School Effectiveness.

Teacher/CBO monthly training

Marking Period 4 Celebration

March 7<sup>th</sup> and 28<sup>th</sup> -PPt/Case Conferences

April

(3 parent Meetings) Parent Post surveys

(Community School Meeting)

Attendance Incentive Trip and Award Ceremony

Teacher/CBO monthly training

College Tour #3 and 4

April 11<sup>th</sup> and April 25<sup>th</sup> - PPT/Case Conferences

May (3 parent Meetings) Parent Post surveys

(Community School Meeting)

Attendance Incentive Trip

Teacher/CBO monthly training

Marking Period 5 Celebration

May 9<sup>th</sup> and May 23<sup>rd</sup> - PPT/Case Conferences

Youth Advocacy Celebration

Career Panel

June

Evaluation of community School Model-

Data Team to Review Academics, Mental Health Services, Enrichment, ELT, Parent Engagement Strategies and Community School Effectiveness.

(3 Parent Workshops)

Attendance Incentive Trip

Service Project Showcase #3- End of year report Submission

Teacher/CBO monthly training-

Marking Period 6 Celebration

Resource Directory and Partnership Directory completion

**Section 8: 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 towards graduation, failing regents, skill level (Lowest third, ISS and ELL)	ELA Academic Support	Small Group, tutoring, and one-on-one support	Mon-Fri.– 3:40-5:40pm  9a.m. – 1pm Saturday
<b>Mathematics</b>	Off track towards graduation, failing regents, skill level (Lowest third, ISS and ELL)	Math Academic Support	Small Group, tutoring, and one-on-one support	Mon-Fri.– 3:40-5:40pm  9a.m. – 1pm Saturday
<b>Science</b>	Off track towards graduation, failing regents, skill level (Lowest third, ISS and ELL)	Science Academic Support	Small Group, tutoring, and one-on-one support	Mon-Fri.– 3:40-5:40pm  9a.m. – 1pm Saturday
<b>Social Studies</b>	Off track towards graduation, failing regents, skill level (Lowest third, ISS and ELL)	History Academic Support	Small Group, tutoring, and one-on-one support	Mon-Fri.– 3:40-5:40pm  9a.m. – 1pm Saturday
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Student Survey, needs assessment (CBO), student request, family request and staff recommendation	Study skills, testing taking skills, attendance support, peer mediation	Small Group, tutoring, and one-on-one support	During advisory, small group meetings, CBO groups

**Section 9: Career and Technical Education (CTE) Programs**  
**(NYSED Requirement for “Out of Time” Priority High Schools)**

**Directions:** In this section, provide a description of the Career and Technical Education (CTE) program offerings **at schools in Good Standing** that students in this school will have access to beginning in the 2015-16 school year.

**Section 10: Professional Development Plan**  
**(NYSED Requirement for "Out of Time" Priority Schools)**

**Directions:** In this section, provide a description of the mandatory professional development that will be provided to school leadership and staff beginning in September 2015.

**One Week Summer Institute**

**Summer Institute will include but not limited to all of the following professional development:**

1. Curricula Introduction and Unpacking (developed by school leaders in conjunction with SRI coaches) of EngageNY, SS, Advisory, CTE, etc
2. Professional Learning around Advisory component that includes all of the following: Curriculum unpacking, community building, Literacy component, school monthly themes, effective communication, college scaffolding scope and sequence, and club component
3. Professional learning around Shared Decision Making that includes all of the following: Robert's Rules of Order, working in teaching teams
4. Restorative Discipline
5. Culturally relevant pedagogical practices
6. Authentic Assessment Team will present advisor's guide and rubrics to teachers in a 1 hour long unpacking of the "Lower Institute Student Spring Showcase"
7. One hour long introduction to the collaborative learning technology for all teachers

**September 2015**

**September will include professional development that is limited but not including all of the following:**

1. Engage ELA and Math, WITsi strategies (facilitated by SRI)
2. 1 Hour-unpacking/introduction to advisory and advisory curriculum
3. 30 minute PD review to staff from attendance team on attendance protocols and interventions.
4. 1 Hour on Restorative Discipline
5. Instructional outcomes as outlined by Danielson
6. Designing common performance assessments
7. Designing a strong classroom culture
8. Using Hess's Rigor Matrix to design rigorous tasks
9. On-going professional development and coaching from school technology coordinator

**Ongoing Professional Development 2015-2016**

**Ongoing Professional Development cycles-Weekly (80 minute PD every Monday) Election Day, etc. will consist of group learning activities and individual coaching that includes, but not limited to all of the following:**

**Group Learning Activities:**

1. SRI PD for EngageNY and WITSi (multiple ongoing sessions approximately monthly)

Recurring curricula unpacking and adaptation throughout the year in order to ensure that EngageNY meets the needs of diverse learners

2. Recurring assessments and inquiry protocols in the teacher team context throughout the year for the purpose of curricula and/or pedagogical modifications

3. Advisory Committee PD for support around advisory curriculum and advisory classroom culture (once a month during community gatherings)

4. Recurring curricula unpacking and adaptation of curriculum throughout the year

5. PD for support around attendance protocols & interventions (once a month for 15 minutes during faculty conference)

- 6 . Advisory Committee meets weekly to discuss curriculum adaption, analyze data, plan professional development

7. All staff will meet multiple times weekly (across grades and departments) to ensure innovation, sharing of best practices, group approaches to meeting challenges and goals, consistency across classrooms, as well as ensuring student academic, social and emotional success and well-being. Teachers will plan units, lessons, projects and other

student activities in teams. Units and Lessons will be planned around conceptual themes, course content requirements, learning objectives, essential questions et al.

8. Professional Learning time will support team planning, problem solving, unity and harmony. August Martin High School has a commitment to the horizontal and vertical alignment of curriculum, inquiry work and common planning. All teachers' circular 6 (professional activity) option will be required team meetings three (3) times weekly. Agendas for team meetings will be set by teachers in consultation with the focus on positive student outcomes and the steps toward or obstacles faced. Teacher team work will be reflected in all lesson and unit plans, attendance rates, credit accumulation and student outcomes. Teacher team work will change throughout the week to accommodate academic/cte alignment, grade teams and content teams.

Some examples of professional learning community structures that could be incorporated could include:

- Study Groups
- Coaching
- Mentoring
- Lesson Study
- Critical Friends Group
- Classroom walk-throughs focused on Learning



- Curriculum development in department teams
- Guided Inter-visitations
- Peer Observations
- Use of protocols (Tuning Protocol, Descriptive Review etc.)
- Video Club
- Teachers Teams that focus on Data Analysis (Looking at Student Work)
- Use of Case Studies (Zoom in on a student from all aspects from academic to social emotional aspects)

#### **Individual Coaching:**

1. School leaders will develop a spreadsheet (\*insert) link outlining when they will visit teachers to provide coaching feedback. Minimally each teacher should be seen once per month. School leaders will provide timely, low inference feedback, and strategic support and personalized next steps on the teachers instructional practices using the Danielson Framework for Instruction. Whenever appropriate UFT members will be invited to join in on this process.
2. SRI coaches will visit the school weekly and provide weekly feedback to specific teacher leads that is aligned to the Danielson Framework and provides actionable support and next steps. All members of the learning community will be invited to join in on these classes and debriefs as “fish bowls”
3. The Principal, the Director of School Renewal (DSR), and any members of the learning community that wish to join, will do a weekly “learning walk” of the classrooms and provide a “holistic” school wide report on observed practices and next steps.

#### **Professional Learning Opportunities Beyond the School Day:**

1. Outside professional opportunities and group or school-wide field trips.
2. 1-2 Day off-site staff retreat during January Regents Week
3. Groups of educators will conduct tours and learning visits of other schools to research and adopt best practices of other schools. Substitute teachers will cover classes during this time.

The Child Center of New York will provide training for teachers:

- Restorative Justice – Session 1 – September – The Child Center of NY will attend the training and turnkey
- Restorative Justice – Session 2 [f1] – September
- Effective Lesson and Unit Planning – September
- Youth Advocacy – What is my role as a teacher? – October
- Positive Behavior Techniques – October
- Common Core Learning – October

- Best practices for engaging students to be successful - October
- Understanding the needs of Special Education students – October
- 
- Engaging Parents – November
- Understanding the Mental Health Needs of students – November
- Understanding different cultures – November
- Communicating with parents – positively – November
- College and Career Readiness through every subject – November
- Youth Development 101 – Part 1 – December
- Youth Development 102 – Part 2 – December
- Managing and Engaging Difficult Students – December
- Engaging and retaining older youth – December
- Understanding triggers – December

## Section 11: 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 section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

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

### 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.
The school will implement a hiring committee that collaborates with the DOE, UFT, CSA and Renewal team to screen and hire staff members with specific skills and talents necessary to implement change and and raise academic achievement among at risk students.

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"><li>• 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>• 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, Departments and by grade levels. 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>• 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 all staff members to grow individually as well as turn-key new learning.</li><li>• 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.</li></ul>

### Part 3: TA Schools Only

### 3a. Use of Program Resources

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

### 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).

## 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/information, early intervention services, etc.).

### 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.

The administrative team will collaborate with teacher leaders in creating common assessments. Teachers will have an opportunity to attend professional development every week that focuses on analyzing data, creating unit and lesson plans based on assessments, examining assessments and developing performance tasks, and strategies that shift practice.

### 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 (RSCEP) 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, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	303,214.00		

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,126,941.00		

#### <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):** To 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/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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 an 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 12: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 RSCEP 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's Title I Parent Advisory Council (PAC) 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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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. **[School name]** will support parents and families of Title I students by:

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

The 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. The

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 the 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, the school will:

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



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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

## **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.

### **Part A: School Information**

Name of School: August Martin High School	DBN: 28Q400
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1	

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

August Martin High School currently has 22 ELL students. Our students are served during the school day in our English Language Arts classes as well as our ESL classes. Our ELL teacher offers support to students in their home language and / or scaffolds to assist students in completing their work English. With the exception of our Spanish Language class all instruction is provided in English.

Our current subgroups are:

19 Newcomers- The newcomers (ELLs who have been receiving ESL instruction for no more than 3 years) receive intensive targeted instruction in reading, writing, speaking, and listening in small group settings. This targeted instruction ensures that the ELLs quickly achieve the state-designated grade-level of English-language proficiency.

2 Developing - We work with this group of ELLs to improve their English-language skills in all areas, most specifically in reading and writing (areas that this group finds the most challenging according to NYSESLAT data). As a result, they receive targeted instruction in reading and writing with the Milestones curriculum.

1 Long Term- The goal for our long-term ELLs (ELLs who have been receiving ESL instruction for at least 6 years) is to reach English-language proficiency by the end of the school year. Instruction is driven by the scholars' NYSESLAT scores and thus catered to their language needs. Therefore, they receive intensive targeted instruction in reading, writing, speaking, and listening in small group settings, as well as instruction that prepares them for the NYSESLAT. This targeted instruction ensures that the ELLs quickly achieve the state-designated grade-level of English-language proficiency.

The language of instruction for students is English. We have one certified ESL teacher and one certified English teacher who provides supports for students in their program. Teachers use self-created materials in their instruction. Students stay in school for an additional hour for this instruction between 4:30 - 5:30 Tuesday and Thursday.

## 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: in English.

Staff development is critical to the success of our school. We select the type of professional development that we as a staff feel is most relevant to the needs of educators of ELLs.

In-House Professional Development:

All Title III teachers are involved in professional development on a daily basis. Teachers meet for professional development as a community on Monday and Tuesday to support lesson planning,

### Part C: Professional Development

curriculum development, and teaching strategies. To support our professional development work we use protocols from the National School Reform Faculty in order to critique one another's curriculum and modifications for ELL students in their subject area. We examine academic tasks for ELLs using the Danielson framework as a lens. Teachers make suggestions for improving curricular tasks so that all ELL students are able to achieve greater academic success. Wednesday and Thursday teachers participate in inquiry around WITSI strategies that are used to support all of students including our ELLs. Title III teachers and other faculty meet in their cluster teams (teachers of varied subject areas who share the exact same student rosters). Again, using National School Reform Faculty protocols, ELL teachers examine student work in order to gain insight about individual ELL students' academic needs. Further, they look for broader trends and patterns so that academic issues and challenges faced by a larger number of ELLs in the cluster can be addressed by all of their content area teachers.

### 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:

Parents will be notified of all activities via phone master, personal call from the parent coordinator, and backpack letter home. All meetings will take place in the evening between 6PM and 8PM. Meetings will be held by the Assistant Principal, Parent Coordinator, and / or Child Center of NY Staff.

>>>FALL<<<

PTA meetings

SLT meetings

Thanksgiving Feast

>>>WINTER<<<

PTA meetings

SLT meetings

ELL Parent Orientation

ELL Parent Workshop: How to Foster English-language Development at Home

>>>SPRING<<<

PTA meetings

SLT meetings

ELL Parent Orientation

ELL Parent Workshop: ELLs and Test-taking Strategies

Mother's Day Brunch

>>>SUMMER<<<

Principals Brunch

PTA meetings

SLT meetings

ELL Parent Orientation

Father's Day Hoops

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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



**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

## Part I: School ELL Profile

### A. School Information

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

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 ENL teacher, and one parent.

Principal <b>Rory Parnell</b>	Assistant Principal <b>Courtnei Davis</b>
Coach	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Ms. Brown-Johnson</b>	School Counselor <b>Ms. Solise</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Trenard Nadege</b>
Related-Service Provider	Borough Field Support Center Staff Member <b>type here</b>
Superintendent	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>1</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/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<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>470</b>	Total number of ELLs	<b>22</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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## Part II: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
---	--

**This school offers (check all that apply):**

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	0
SIFE	8	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	1

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

ELLs by Subgroups										
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	19	8	3	2	0	1	1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0
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

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	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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 is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										1	0	0	0	0
<b>Emerging</b> (Low Intermediate)										1	1	1	0	0
<b>Transitioning</b> (High Intermediate)										3	2	1	0	0
<b>Expanding</b> (Advanced)											3	2	3	0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1	0	1	0
Integrated Algebra/CC Algebra				
Geometry/CC Algebra	3	0	3	0
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science	1	0	1	0
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
At August Martin High School, we use the Fountas and Pinnell system to assess the early literacy skills of our ELLs. Running records are conducted once every quarter to find out the scholars' reading levels. Thus far, the data has shown that the reading levels of our ELLs range from A to T and all of them read below grade level. This information informs the instructional plan of the Humanities and ENL teachers as they teach to the scholars' zone of proximal development (Vygotsky, 1978), as well as build classroom libraries with materials that are appropriate to the scholars' levels. Also, classroom texts vary in difficulty and language based on student ability, which is determined by reading level and NYSESLAT proficiency. ENL lessons in conversational English, reading comprehension, writing and grammar are differentiated based on student ability as well.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Throughout the grades, the majority of our ELLs are Experienced based on NYSESLAT data (8 students). Our second largest proficiency level group is Transitioning, with 3 students. The Emergent level group is the smallest, at 3 total.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The NYSESLAT data demonstrates that ELLs need reinforcement in reading and writing, particularly in the area of vocabulary enrichment and reading comprehension strategies, as well as the conventions and mechanics of written English. As such, the ESL and Humanities teachers focus on building vocabulary and reading comprehension strategies. ELLs will be required to do complete weekly vocabulary units and monthly literature units. The teachers present a manifold of lessons and activities that improve English literacy skills. Students will be instructed in English grammar, mechanics, and conventions as they complete a variety of writing assignments, which will be compiled in a Humanities portfolio.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- A. Across grades, the students of August Martin High School struggle with testing in general, with a slight improvement when tested in native language.
- B. ELL assessment data, including, but not limited to NYSESLAT, NYSITELL, and State ELA and MATH, is analyzed in detail by school leadership looking for patterns that need to be addressed in team and department meetings with the faculty in order to identify ELL specific skills or areas that need to be targeted in order to improve ELL outcomes. They arrange for the necessary PDs and materials required to assist the ENL push-in. The ENL teacher meets with Renewal coach to brainstorm and organize strategies and techniques that will be applied in the classroom, after which student work will be analyzed in meetings to determine if the classroom teaching has been effective.
- C. Formal, Informal, and Regent assessments in content areas are provided in English and the home language, while Regent assessments in English are provided exclusively in English. Formal and Informal classroom assessments are modified and/or translated based on students' levels of proficiency.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).  
[Refer to [\*ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)\*](#) section and [\*RtI Guide for Teachers of ELLs\*](#).]  
N/A
  6. How do you make sure that a student's new language development is considered in instructional decisions?  
ENL content classes are scaffolded in such a way that students transition from primarily native language instructions (lesson planning, discussion, texts, and tasks) early in the school year, between 100-75% , to primarily target language instruction by the end of the year, between 50-25% . The ENL teacher analyzes student work on a weekly basis, including but not limited to NYSESLAT, NYSITELL, Regents, Fountas and Pinell, and other testing scores as well as class work and portfolio pieces, in order to identify strategies and best practices that can be shared, as well as opportunities for reteaching and additional supports, both in language and content.
  7. For dual language programs, answer the following:
    - a. How are the English-proficient students (EPs) assessed in the target language?
    - b. What is the level of language proficiency in the target language for EPs?
    - c. How are EPs performing on State and other assessments?
 N/A
  8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of ELL programs is evaluated based on student growth as per testing data as demonstrated by Regents and/or NYSESLAT test scores, portfolio work, and other assessments. In team meetings, teachers also reflect on the curriculum, pacing, lesson plans, and teaching strategies at various points through the year.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section.  
All parents/guardians of newly enrolled students complete a Home Language Identification Survey (HLIS) to help the school identify students with limited English language proficiency. In order to complete the interview in English and in the native language, a certified teacher who speaks Spanish provides assistance to Spanish-speaking parents/guardians as they complete the survey on school grounds. The HLIS is provided in the native language of the parent/guardian. During the interview, student work is discussed. Once potential ELLs are identified, the ENL teacher administers the NYSITELL within the first ten days of enrollment. This test determines whether students are entitled to English-Language services and informs the ENL teacher of the proper placement of ELLs in an English-language group. During the intake process, oral interpretation services are provided in Spanish for our parents/guardians by in-house staff. We have teachers fluent in Spanish. Oral translation services are provided by an outside vendor for non-English speaking and non-Spanish speaking parents/guardians. Department of Education translation services via telephone translators are used when necessary during the school year. The pedagogue who is responsible for conducting the initial screening, and administering the HLIS and the NYSITELL (if necessary) is Mrs. Brown-Johnson, the school's ENL teacher. She is fluent in Spanish. Mrs. Brown-Johnson and the Data Coordinator (TBD) also evaluate ELLs using the NYSESLAT to determine both English proficiency and continued entitlement or non-entitlement to bilingual/ESL services for the school year. An ATS RLAT or RNMR report is generated to determine NYSESLAT and/or NYSITELL levels – Entering (beginner), Emerging (Intermediate Low), Transitioning (Intermediate High), Expanding (advanced) or Commanding (proficient). In order to ensure that all components of the NYSESLAT are administered, each component is administered a different day. Mrs. Brown-Johnson is in charge of administering it within the test period to students who were absent on the designated days.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
During the intake process or on the first day of admission, Mrs. Brown-Johnson will identify the students of parents that indicate a home language other than English. During the Home Language Survey interview, if she observes any indication that a student's education has been inconsistent, she proceeds to interview the student a seven-page SIFE Oral Interview Questionnaire in which she asks questions about basic personal information, language background information, and educational information. Student work may also be assessed if provided. The interview happens in the home language- if in Spanish, Mrs. Brown-Johnson conducts the interview without outside assistance, and if in another language, a DOE translating service is provided by telephone. Once determined as SIFE, an indicator is placed in the DOE's data collection system.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to ELL Policy and Reference Guide, ELL Identification section).  
In order to identify an incoming student with both an IEP and a Home Language other than English as an ELL, the LPT meets within the first three days of intake in order to review evidence in order to determine the student's English Language development, as per the ELL Policy and Reference Guide, page 11. If the student is recommended to take the NYSITELL, the process continues the same as with all other students, and the test is administered within the first 10 days of admission. If the LPT recommendation is that the student should not take the test, then it moves to further review by the principal and later the superintendent. The identification and placement process should have a duration of no greater than 20 days. The LPT includes Ms. Courtnei Davis (administrator), Ms. Chevonne Brown-Johnson (ESL teacher), Ms. Rochelle Sanchez (SPED teacher), and a parent or legal guardian of the student.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
SL Entitlement letters are sent via certified mail to families within five school days of the NYSITELL score being determined. The letters are sent by Mrs. Brown-Johnson in the parents' preferred language as indicated on the Home Language Identification Survey. Copies of all letters sent out are kept in the school's ELL compliance binder.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section).  
Parents will receive entitlement or non-entitlement letters via certified mail that indicate the right to appeal ELL status within 45 days of enrollment. The letters are sent by Mrs. Brown-Johnson in the parents' preferred language as indicated on the Home Language Identification Survey. Copies of all letters sent out are kept in the school's ELL compliance binder.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
**FAMILY ORIENTATION MEETING**  
**A. PROCESS**  
After a scholar is identified as an ELL by the NYSITELL, his/her parent/guardian is informed of his/her status as an ELL and is invited to a Family Orientation Meeting held at August Martin High School. At this meeting, parents/guardians learn about the three English-language program choices offered in NYC public schools, which are Dual Language, Freestanding ESL, and Transitional Bilingual (TBE). The ENL teacher, Mrs. Brown-Johnson, explains these program choices to the parents/guardians. She is certified in teaching ENL. Also, they view the Family Orientation DVD in their native language and complete the Parent/Guardian Choice Survey and Program Selection forms.  
**B. OUTREACH**  
Once an ELL is identified, the ESL teacher calls the parent/guardian and schedules the Family Orientation Meeting. Parents/guardians are informed of this meeting via the Parent Entitlement Letter for Newly-entitled ELLs and a reminder flyer of this workshop, which state when and where the meeting is scheduled to take place. The letter is mailed to the families' homes at least a week before the scheduled meeting. The flyer is sent to the parent/guardian about three days before the meeting. In addition, the ENL teacher calls the invited families a day or two before the meeting.  
**C. TIMELINE**  
A Family Orientation meeting is held in the Fall and Spring for all parents/guardians of ELLs to attend. If the dates and times of these general orientations are not convenient for the parent/guardian, then the ENL teacher schedules an individual Family Orientation Meeting at the parent/guardian's convenience.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Families complete Parent Survey and Program Selection forms during the Family Orientation Meeting. Since they are completed on school grounds, the school ensures the proper return of these forms by parents/guardians of ELLs. These forms are kept in the school's ELL Compliance Binder and in the student's CUM folder. Mrs. Brown-Johnson (the ENL teacher) is responsible for these forms.



Entitlement letters are sent via certified mail to families before the first Parent/Teacher Conference. Families of newly identified ELLs are provided with the appropriate entitlement letter within a week of the NYSITELL being administered and scored. These letters are also sent via certified mail.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Because these forms are completed on school grounds with the assistance of Mrs. Brown Johnson, the school ensures the proper return of these forms by parents/guardians of ELLs. Mrs. Brown-Johnson also provides the HLIS form in the preferred language indicated by the parent during the intake process.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement parent notification letters are sent via certified mail. The letters are sent by Mrs. Brown-Johnson in the parents' preferred language as indicated on the Home Language Identification Survey. Copies of all letters sent out are kept in the school's ELL compliance binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation for each child is placed in their CUM folder with copies to the ELL Compliance Binder.
11. 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.

In order to ensure that all four components of the NYSESLAT are administered to all students indicated on the ATS Current ELL Report (RELC), with each component being administered a different day. Various staff members, including; the testing coordinator, Ms. Rowe; ; and the ENL teacher, Mrs. Brown-Johnson and Mrs. Courtney Davis, coordinate the administration of it within the test period. Students who are absent on the designated days are tested separately during make up days indicated . The Speaking component is organized separately, based on the available periods of the ESL teachers and testing coordinator.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters are sent via certified mail. The letters are sent by Mrs. Brown-Johnson in the parents' preferred language as indicated on the Home Language Identification Survey. Copies of all letters sent out are kept in the school's ELL compliance binder.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and the Program Selection forms, between 75 and 85 percent of the parents of ELLs have opted for a ENL push-in or standalone program in the past three years. The program model offered at the August Martin High School is aligned with parent requests. To build alignment between parent choice and the program offered by the school, the ENL teacher closely monitors the Parent Choice forms.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.  
The standalone ENL program consist of two groupings. The first is our student whop are Entering and Emerging and the second are students who are Expanding and Transitioning. The classes are held daily. The groupings are heterogeneous.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
As mandated in the New York State CR Part 154, the Entering and Emerging ELLs receive 360 minutes of ENL instruction every week, Transitioning and Expanding ELLs are provided with 180 minutes per week of ENL instruction, and Commanding ELLs are provided with 90 minutes every week for two additional years after testing out. The mandated number of instructional minutes is provided by the ENL or bilingual ELA teacher. The organization of staff in the program model described in the previous section ensures that the mandated  
  
Instructional minutes is provided according to the proficiency levels.
3. Describe how core content is delivered in each program model. 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.  
Content area teachers provide grade-level academic work in the student's native language so that the student maintains academic progress, as well as English to develop academic English language. Furthermore, teachers regularly review student performance data and design units of study that meet the diverse needs of students and target grade-level course standards. In all core subject areas, teachers use a variety of scaffolding and ESL instructional strategies when teaching ELLs. Furthermore, resources used correspond to ELLs' ages and grade levels.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
All State tests are provided in the students' home language based on student preference and proficiency.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Quarterly Running Records, school-wide baseline and benchmark written assessments twice yearly, and student interviews and observations are used throughout the year. Formative assessments are focused on authentic student work, i.e. written portfolio pieces for each unit of study in every class that engage each modality extensively within the process of preparing for student work with extensive reading, developing their ideas through academic discussion, and publishing high quality student work that demonstrates their progress towards mastery of both content and language. Speaking and Listening evaluations are conducted on a regular (approximately monthly) but informal basis, through one on one interviews during conferencing and classroom observations. ELL students are assessed continously throughout the school year in each class in order to evaluate and improve both understanding of content as well as the acquisition of the target language.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
  - A. SIFE- Students with interrupted formal education (SIFE) receive additional instructional time during the regular school day in the pull-out/push-in Academic Intervention Services (AIS).
  - B. Newcomer- The newcomers (ELLs who have been receiving ESL instruction for no more than 3 years) receive intensive targeted instruction in reading, writing, speaking, and listening in small group settings. This targeted instruction ensures that the ELLs quickly achieve the state-designated grade-level of English-language proficiency.
  - C. Developing-We work with this group of ELLs to improve their English-language skills in all areas, most specifically in reading and writing (areas that this group finds the most challenging according to NYSESLAT data). As a result, they receive targeted instruction in reading and writing with the Milestones curriculum.
  - D. Long Term- The goal for our long-term ELLs (ELLs who have been receiving ESL instruction for at least 6 years) is to reach English-language proficiency by the end of the school year. Instruction is driven by the scholars' NYSESLAT scores and thus

- Chart** catered to their language needs. Therefore, they receive intensive targeted instruction in reading, writing, speaking, and listening in small group settings, as well as instruction that prepares them for the NYSESLAT. This targeted instruction ensures that the ELLs quickly achieve the state-designated grade-level of English-language proficiency.
- For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.  
Within 6-12 of ELL re-identification being established, Mrs. Parnell (the principal) will review the decision by consulting Mrs. Brown-Johnson (the ESL teacher), the parent and the student in order to determine what the impact has been on academic progress. If it is determined that the student has be adversely affected, the student will be assigned additional ESL support services. If the principal's decision is to reverse the student's ELL status, Mrs. Parnell will then consult with the superintendent and make a final decision. Parents will be notified in writing via certified mail within 10 school days.
  - 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?  
ELLs identified as having special needs receive AIS. In addition, the Child Center of NY tutoring program provides additional academic support three times a week. All mandated services are offered as per their IEP's
  - How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
The IEP goals and English proficiency of ELL-SWDs are attained within the least-restrictive environment recommended on the IEP by

way of instructional differentiation techniques, strategies, and activities. Each content area's curriculum map includes a variety of ELL and SWD specific resources in order to provide multiple entry points to struggling students. Scheduling for push-in and pull-out ESL services for ELL-SWDs will be adjusted throughout the school year based on individual student or small group needs.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.  
Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

## CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.  
Core Content Area shall mean ELA, Math, Science, and Social Studies.



\*Note: "other approved services" does not apply to New York City at this time.

CI Chart

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
	Dual Language				
100%					
75%					
50%					
25%					
	Freestanding ENL				
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 programs have been implemented at August Martin High School for ELLs in English-language development, Math and ELA/Humanities. All supplemental services and programs are funded by the school budget, Title III, and other grants. The targeted intervention programs for ELLs in ELA and math include Targeted Instruction. Additionally, an afterschool interventions program is offered that targets ELL students for Regents readiness.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Based on the measurable growth between the 2014 and 2015 NYSESLAT scores, our current ENL programs are not effectively meeting the language development needs of many of our ELL students. Improvements are necessary to push the 14% of our students who stay at the same level for several years (3 or more years), particularly Long Term ELLSWDs.
12. What new programs or improvements will be considered for the upcoming school year?  
For the upcoming school year, our goal is to certify all teachers are knowledgeable in ENL strategies. Additionally, we would like our staff to be knowledgeable of ESL teaching strategies. As such, we will provide them opportunities to attend professional development focused on this topic.  
  
We would like to provide more enrichment programs to our ELLs and their families. We are planning to start a language enrichment program, in which ELLs can participate along side their parents/guardians. Furthermore, we would like to start a program that can assist newcomers in becoming acclimated to New York City.  
  
Lastly, we plan to improve our technology program with language relevant software, which will enrich language instruction for all our ELLs. This software includes Rosetta Stone and audio books.
13. What programs/services for ELLs will be discontinued and why?  
At this time, we are not planning to discontinue any programs or services for ELLs. We feel that our current programs benefit our students, and they simply have to be improved for full efficiency.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal access to all school programs during and after the school day.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
The English-language programs use the Access Newcomers curriculum, Engage NY curriculum, and New Visions curriculum. These curriculums provide standards-based instruction in reading, writing, listening, and speaking, and it is designed to accelerate the language and literacy growth of ELLs. Technology materials used with the ELL student population include Learning Village, Study Island, audio books, and the SmartBoard.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language arts development accelerates the literacy gains in both the native language and English, validates the prior knowledge students bring, and bolsters self-esteem. Native language support includes bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, and the buddy system. These resources are available in most classrooms to accelerate learning.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
We use materials and services that are appropriate to our students' grade and age. For example, students who require support in reading comprehension and phonics are provided with support with the Access Newcomers curriculum. Students who need additional writing support are provided with graphic organizers that scaffold the writing process and various writing products, including the five-paragraph essay.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
We have a summer bridge program, facilitated by several members of the faculty and staff, that assists newly enrolled 9th grade ELLs in getting ready for high school.
19. What language electives are offered to ELLs?  
We offer scholars Spanish.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
As part of the professional development plan for all ELL personnel at August Martin High School, an ENL/literacy consultant will provide monthly workshops that relate to strategies and techniques in teaching ELLs. Additionally, the ENL teacher will attend ELL liaison meetings that are facilitated by the network.
- What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The ENL teacher will also facilitate several Professional Development sessions for teachers of ELLs and related service providers, and they are outlined below:
 

TOPIC	EXPECTED DATE	TARGET AUDIENCE
ESL strategies in the mainstream classroom	October 2015	Teachers, paraprofessionals, related service providers, administration, guidance counselor, parent coordinators, and psychologist.
How to teach vocabulary to ELLs	December 2015	Teachers, paraprofessionals, related service providers, administration, guidance counselor, parent coordinators, and psychologist.
ELL identification process	February 2016	Teachers, paraprofessionals, related service providers, administration, guidance counselor, and parent coordinator.
Strategies for Struggling Readers	April 2016	Teachers, paraprofessionals, related service providers, administration, guidance counselor, and parent coordinator.
Language Acquisition Models	June 2016	Teachers, paraprofessionals, related service providers, administration, guidance counselor, and parent coordinator.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Monthly professional development workshops and assistance from the ENL teacher will provide support to the staff as they assist ELLs in their transition from middle school to high school.
- Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
The sessions outlined above will assist teachers in receiving ELL-specific professional development for 15% of total PD hours (for all teachers), or 50% (for Bilingual/ENL teachers). The ENL Coordinator keeps records of ELL training attended by staff inside and outside the school. The records include sign-in sheets and agendas, and they are kept in the school's ELL Compliance Binder.



### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

From April to June, the members of the LPT will schedule annual individual meetings with the parents of ELL students in order to discuss the student's language goals, progress, needs, and assessment results. Spanish interpretation/translations will be provided in-house by staff. For home languages other than Spanish, interpretation/translation services will be provided by the school's outside vendor.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

#### I. PARENTAL INVOLVEMENT ACTIVITIES

>>>FALL<<<

PTA meetings

SLT meetings

Thanksgiving Feast

>>>WINTER<<<

PTA meetings

SLT meetings

ELL Parent Orientation

ELL Parent Workshop: How to Foster English-language Development at Home

>>>SPRING<<<

PTA meetings

SLT meetings

ELL Parent Orientation

ELL Parent Workshop: ELLs and Test-taking Strategies

Mother's Day Brunch

>>>SUMMER<<<

Principals Brunch

PTA meetings

SLT meetings

ELL Parent Orientation

Father's Day Hoops

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The school partners with Child Center of NY, Urban Arts, CAMBA, King of Kings, Teen Action, and SAPIS.

5. How do you evaluate the needs of the parents?

Parents are provided with various opportunities to inform the school of their needs and concerns. For example, we provide parent surveys and we dialogue with the parents during meetings. The Parent Coordinator, Ms. Afgan, evaluates the needs of the parents by reading feedback written by parents in surveys, conversing with parents during meetings, SLT gatherings, and PTA gatherings on what they would like to see. In order to address their needs, the school organizes parental workshops based on the requests of the parents.

6. How do your parental involvement activities address the needs of the parents?

The opportunities and workshops provided to parents of ELLs are specifically tailored to their survey feedback and requests made during other meetings or gatherings.

### D. Additional Information

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

Paste response here:

## **Part VI: LAP Assurances**



<b>School Name:</b> <u>August Martin High School</u>		<b>School DBN:</b> <u>27Q400</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rory Parnell	Principal		11/16/15
Courtnei Davis	Assistant Principal		11/16/15
Nadge Trenard	Parent Coordinator		11/16/15
Chevonne Brown-Johnson	ENL/Bilingual Teacher		11/16/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		11/16/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## **2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **27Q400** School Name: **August Martin**  
Superintendent: **Mr. Alcott**

### **Before you begin, please check the following:**

- ☒ Principal has designated a Language Access Coordinator (LAC) in Galaxy
- ☐ The LAC has attended an in-person or online training ([www.learndoe.org/tiu/lac](http://www.learndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- ☒ The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### **Part A: Identification and Assessment of Limited-English-Proficient Parents**

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We utilize the Home Language Information Survey, ATS, and Blue Card information to identify the translation and interpretation needs of our community, as well as informal data from one on one conversations between parents, teachers, and the Parent Coordinator. Based on the HLIS and ATS, our school population contains households who speak: Bengali, Hatian Creole, French, and Spanish.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English  
Bengali  
Spanish  
Hatian Creole  
French

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Announcements regarding significant attendance or non-attendance dates or changes in schedule, i.e. half-days, holidays, NYS testing dates, etc.  
Letters from the principal regarding disciplinary code, building infrastructure issues, new initiatives, etc.  
ELL and SPED compliance correspondence.  
After school program information.  
Quarterly syllabi for ELA, Math, and Science.  
Permission slips for all activities  
Parent-teacher conference announcements.  
All other school to parent correspondence.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum night- September  
Parent Teacher conferences- November, March, May  
Parental Engagement Workshops- Monthly.  
Phone calls- As required, from the attendance teacher, guidance counselor, classroom teacher, dean, and administrators.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All official correspondence with parents is reviewed by administration and provided in both English, Spanish, and Haitian Creole (translation completed in-house by school staff) before being distributed to students to take home, or mailed directly to parents at the addresses provided on the Blue Cards. The written translation services to French / Haitian Creole will be provided by the Translation and Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

All face-to-face Spanish, Haitian Creole, and French interpretation needs will be provided in-house by school staff. All other languages will be interpreted using language interpretation services via telephone.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members are made aware of how to use translation and interpretation services through distribution of the T&I School Staff Brochure, the T&I calendar, and the I Speak palm card at staff meeting, which will include, as well, a discussion of the best practices for communicating with immigrant families.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- ☒ Welcome Poster
- ☒ Parents' Bill of Rights
- ☒ Parents' Guide to Language Access
- ☒ Language ID Guide at security desk and main office

All parental notification translation and interpretation needs for the APR community are met in-house or through the Translation and Interpretation Unit. All correspondence and announcements are translated in-house by school staff into Spanish, Haitian Creole, and French. Other translations are requested from the Translation and Interpretation Unit.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

A survey is made available to parents through the DOE Translation and Interpretation Unit to assess whether or not they are being communicated with effectively in their language of preference.