



**AUTOMOTIVE HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 14K610**

**ADDRESS: 50 BEDFORD AVE, BKLYN, NY 11222**

**TELEPHONE: 718-218-9301**

**FAX: 718-599-4351**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 610      **SCHOOL NAME:** AUTOMOTIVE HIGH SCHOOL

**SCHOOL ADDRESS:** 50 BEDFORD AVE, BKLYN, NY 11222

**SCHOOL TELEPHONE:** 718-218-9301      **FAX:** 718-599-4351

**SCHOOL CONTACT PERSON:** MARY T. BROUDER      **EMAIL ADDRESS:** MBROUDE@SCHOOLS.NYC.GO  
V

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** \_\_\_\_\_

**PRINCIPAL:** MARY T. BROUDER

**UFT CHAPTER LEADER:** WILLIAM KALOGERAS

**PARENTS' ASSOCIATION PRESIDENT:** ALISA DIALLO

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 14      **CHILDREN FIRST NETWORK (CFN):** 563

**NETWORK LEADER:** RUBAIN DORANCY

**SUPERINTENDENT:** KAREN WATTS

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

**Note:** If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Mary T. Brouder	*Principal or Designee	M.T. Brouder
William Kalogeras	*UFT Chapter Chairperson or Designee	W. Kalogeras
Allison Thorpe	*PA/PTA President or Designated Co-President	Allison Thorpe
Patricia Clark	Title I Parent Representative (suggested, for Title I schools)	Patricia Clark
Gloria Perez	DC 37 Representative, if applicable	Gloria Perez
James Lacey Martinez	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	James Lacey Martinez
Dexter Ambrose		Dexter Ambrose
Gloria Perez	CBO Representative, if applicable	
Alisa Diallo	Member/ Parent	Alisa Diallo
Javon Cosme	Member/ Student	Javon Cosme
Ronald Presley	Member/	Ronald Presley
Paul Keymont	Member/ CSA	Paul Keymont
Julia Duncheon	Member/	Julia Duncheon
Robert Rothenberg	Member/	Robert Rothenberg
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
MARY T. BROUDER	*Principal or Designee	
WILLIAM KALOGERAS	*UFT Chapter Chairperson or Designee	
ALLISON THORPE	*PA/PTA President or Designated Co-President	
PATRICIA CLARK	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
JAMES LACEY MARTINEZ DEXTER AMBROSE	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
JAVON COSME	Member/STUDENT	
RONALD PRESLEY	Member/	
PAUL HEYMONT	Member/CSA	
JULIA DUNCHEON	Member/	
ALISA DIALLO	Member/PARENT	
ROBERT ROTHENBERG	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	AUTOMOTIVE HIGH SCHOOL				
<b>District:</b>	14	<b>DBN #:</b>	14K610	<b>School BEDS Code:</b>	331400011610

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<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	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		75.5	78.6	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		96.2	97.4	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		69.6	68.3	71.3		
Grade 8	0	0	0						
Grade 9	571	417	358	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	360	357	305	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	126	145	194		7	35	TBD		
Grade 12	59	82	120						
Ungraded	2	6	5	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1118	1007	982		9	4	1		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	69	53	62						
No. in Collaborative Team Teaching (CTT) Classes	39	36	53	Principal Suspensions	0	1	TBD		
Number all others	91	91	95	Superintendent Suspensions	32	44	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	N/A	866	642
# in Trans. Bilingual Classes	0	0	5	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	68	44	32	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	8	8	19	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	80	75	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	23	25	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	TBD
	92	73	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.6	0.7	0.5	Percent more than two years teaching in this school	54.9	67.1	TBD
Black or African American	60.8	63.6	65.9	Percent more than five years teaching anywhere	39.0	38.2	TBD
Hispanic or Latino	34.9	29.7	29.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.6	1.4	1.4	Percent Masters Degree or higher	61.0	75.0	TBD
White	2.1	2.0	1.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	76.3	87.4	TBD
Multi-racial							
<b>Male</b>	94.8	94.7	95.0				
<b>Female</b>	5.2	5.3	5.0				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	√ 2006-07	√ 2007-08	√ 2008-09	√ 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)		√	

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	√
	Math:		Math:	X
	Science:		Grad. Rate:	√

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress Target</b>
	ELA	Math	Science	ELA	Math	Grad. Rate**	
<b>All Students</b>				√sh	√sh	√	58
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-	-	
Black or African American				√sh	√sh		
Hispanic or Latino				√	X		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
<b>Other Groups</b>							
Students with Disabilities				-	-		
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√sh		
<b>Student groups making AYP in each subject</b>				4	3	1	

### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	59.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	14.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	34.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### *Overview of School's Priority Areas for Improvement Efforts and Plan of Action*

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1. **Identified Areas of Needs or Issues.** Based on analysis of the school's data (State Report Card, students' performances, Progress Reports, school profile, other relevant sources), what are your major findings about issues, trends, or barriers affecting student engagement and learning that need to be addressed? (e.g., including any content specific areas, particular student populations that are underperforming relative to other student populations, or students being affected by behavioral and socio-emotional issues, etc.)

Automotive High School has accomplished important and necessary milestones in the past few years, from quadrupling the number of graduates from 37 in 2006 to 141 in 2010, with a well-developed on every quality review and moving from an F in 2007 on the progress report to Bs in 2008 and 2009. Making these milestones tangible for our entire school community remains our challenge, as we enter the transformation process.

The underlying theory of change is to recognize each student as an individual. The implementation means that students will set unique goals, their teachers will examine the data about them, develop individual learning profiles in conference with students and finally, students and their families will utilize strategies to accomplish their goals. Strategies to fulfill students' goals will be individualized as attendance monitoring, career and college plans, credit recovery, Regents prep and recognition of individual learning styles, as well as the full array of social and emotional supports we will provide through this grant.

Every student requires personalized planning and work that is targeted to his/her needs specifically, in both the academic and support realms. Our well-developed Quality Review in 2010 noted that we need to use data more creatively to inform instruction and to differentiate outcomes for students. We have the capacity to remediate with students before they fail a course or a Regents and to intervene before an attendance issue prevents them from accomplishing their goals. We will tailor our college and career planning advice to each family's unique challenges and needs, just as we adapt our attendance strategies to suit each family's situation.

#### **ACCOMPLISHMENTS**

- Our rising graduation rate, 59.7% for the cohort graduating in 2010
- 95% of graduates are CTE certified
- Interim assessment tool piloted in Social Studies powered a desire to opt for DYO assessment
- A well-developed Quality Review score
- Multiple Inquiry Teams worked to understand how our interventions to improve student outcomes actually worked and how we could evaluate and revise them to maximize the positive effects.
- Attendance has improved from 65% in 2006-7 to 75% in 2009-10. We will achieve 80% attendance this year.
- Partnership with Good Shepherd Services has provided key emotional and social supports for students and families, fostering the increases in student performance of our most at-risk students.

**TRENDS AND ISSUES:**

- We recognize and share best practices readily. The Tuesday morning Professional Development program has been the fuel for our school improvement for the past four years. This opportunity has allowed us to use a variety of key strategies such as:
  - Literacy Team brings together representatives of every department and grade team, developing a common vocabulary for literacy. Literacy Team provides PD centered on the reading strategies of effective readers, the 6 + 1 Writing Traits, and tools to implement these skills in the classroom. Their work will continue to grow, as we have identified reading and writing across the curriculum as a key strategy in improving Regents performance. They will work on adapting the Core Curriculum standards across the curriculum
  - ICT training curriculum has been implemented with 75% of our staff. Last year, yielded three sets of volunteers who agreed to have their classes taped for use in PD sessions to make the training more relevant to Automotive students and teachers
  - Lesson Study examined Document Based Questions for the Social Studies Regents in 2010 and was used as a model for system-wide UFT Teacher Center training
- To develop a more personalized school culture, we need to provide more social and emotional supports to our students
- The Learning Environment Survey highlights serious concern throughout the school community that our school culture needs to serve students and their families on a more personal level. Training in the Positive Behavior Intervention System is one tool that we have identified in reaching this goal. We have developed a shared vocabulary around citizenship goals for our students. We need to continue identifying strategies to build a stronger, healthier, school environment
- While our Regents participation rates have been steadily climbing, the performance of our students taking Regents exams for the first time after completing the relevant course must improve. Developing individual learning profiles for each student will allow all of us – students, teachers and parents – to work together toward the goal we all share – 4-year graduation for every Automotive student
- School leadership needs to develop systems to coordinate services provided and to align our resources strategically. We need support in thinking outside our traditional systems and particularly in building systems that include student voice
- Expand School leadership Team to give all stakeholders a regular and consistent voice in school decisions in the Transformation process
- Peer leadership is a powerful resource, growing from the professional development investment over the past four years. There are effective peer leaders growing among our school community, and their continued development needs to be fostered. Leadership development for teacher leaders – department coordinators and grade team facilitators – is

needed to implement the transformation action plans

- Intra-grade and interdisciplinary teams have allowed us to focus our organization on students instead of solely by academic discipline. Grade teams develop interventions to address student goals, college readiness and attendance. For the coming year, we need to implement clear goals, expectations, norms and procedures for all team work
- Our school supported multiple Inquiry teams last year. Inquiry team procedures will need to be systematized. Each department will need to use Inquiry to understand and contextualize our schedule of DYO Assessments. Each grade team will need to use Inquiry methodology to interpret the results of their interventions with students
- Our annual Quality Review highlighted the need for a greater sophistication in the use of data at the classroom level and the need for professional development to stimulate more differentiated strategies in lessons. Using data to inform instruction is one of the key underpinnings of our change theory. Personalizing services and academic interventions for students can only take place when we analyze the whole person – from our personal interactions with the student to the array of data available about the student, from attendance to transcripts, to 8<sup>th</sup> grade data
- Data is shared by all staff through Daily Data server and Datacation software. Datacation, a robust new data platform provided by New Visions, facilitates looking at a wide range of indicators for cohorts, subgroups and individual students
- Training will need to be provided by our New Visions partner to use the Datacation tools to their maximum potential
- Shared responsibility for student success. The Graduation Guardian program simply refuses to allow students to slip through the cracks. Over 60 staff members volunteered last year to mentor one to five seniors and guide them towards graduation and post-secondary plans. That program needs to include the entire school, and not just 12<sup>th</sup> graders
- Intervisitation and Lesson study have been used as professional development strategies in the past at Automotive HS. The opportunities afforded by the presence of the Transformation/Master teachers will be a welcome challenge as we seek to implement instructional rounds. Involving cabinet members in instructional rounds will be a key strategy in cabinet development
- As a CTE school, Project Based Learning should be a more widely used strategy, so professional development on adapting it across grade teams will be necessary.
- Training on the Common Core standards for staff and school leadership is another key to the Transformation process. Identifying the performance standards which will allow our students to show what they know is crucial data to use in the classroom
- Common Core standards training will also help us to thoughtfully implement the Teacher Effectiveness Project Pilot. Our Pre-observation checklist is a document built by consensus to foster pro-active approaches to the observation process and will be a powerful tool as we take part in the Teacher Effectiveness Project pilot
- Internships provide students with on the job experience in the field. More than 50 senior students participated in year-long paid internships in garages and shops. This incentive provides the drive to excel in the Automotive industry, as each year, students are offered full and part time employment at their internship sites after graduation
- Robust PSAL participation, with over 100 students involved in football. We also need to extend our offerings into other sports and more junior varsity and intramural options for our students and most of all to offer options for our female students. In addition to participation in sports, we also need to develop leadership skills among all our students

#### **BARRIERS**

- Developing the leadership and systems infrastructure to make the changes necessary to transform our school. These structural shifts must include developing a powerful student

**our mission. Towards that end, we are looking to drive performance in three major categories in order to foster our growing culture of achievement:**

- **Attendance – Attendance increased over the past four years, only to stall in 2009-10. We believe that our efforts can bring attendance to rise over 80%, which is the threshold for our city's most successful high schools.**
- **Assessment – We used a diagnostic assessment for the Global and US history regents, and saw encouraging results from applying the results among our 12<sup>th</sup> grade repeaters. We look to extend this use of data to all Social Studies and other regents classes. We have chosen DYO Assessment for 2010-11. Our experience this past year using data to target interventions in Social Studies will be implemented school-wide through periodic assessments.**
- **Accountability – Safety and respect continue to be concerns for our school community as we evolve. At the heart of this issue is a need for more accountability – the responsibilities members of this school community owe to one another. As we reach our potential and more of our students perform at higher levels, our expectations of student behavior increase correspondingly. The accountability the adults in our school community need to accept is supporting our students as we move toward fulfilling our promise. Parents have to feel their role in this process. There are several key measures of our mutual accountability:**
  - Involving every staff member in our work (interventions, strategies and communication plans) actually affects students and how good ideas can be systematized.
  - Building a unified cabinet leadership team that works effectively and collaboratively to distribute leadership among the entire school community.
  - Improving daily and class attendance to improve student performance and credit attainment
  - Last year, we had over 1200 visits to the school by parents and more than 1100 phone conversations conducted with our parent coordinator. Too many of these interactions are prompted by negative consequences and result in visits to our Deans office and guidance counselors. More positively focused family interactions need to be established.
- **Space – Automotive shares space with another growing school. Both schools cannot continue to grow in an organic manner in this location. Automotive had 5 applicants for every seat in last year's HS application process, yet still lost the use of two rooms to accommodate Frances Perkins Academy's projected growth. To accommodate the extended day and the after school programs beyond the 9<sup>th</sup> grade, we will need more classroom space. We no longer have space for department offices and no space dedicated for grade team meetings. We can and should accept more students who seek our specialized programs which are not available in any other school in the city.**

2. **Key Goals/Deliverables for School Transformation Work to Turn around Student Performance.** Based on the findings indicated in Question 1:

What are the *major goals and deliverables* that the school is targeting for each of the Transformation model categories (Teacher Effectiveness, Teaching and Learning, Student

**Automotive High School has accomplished serious milestones in the past few years, from quadrupling the number of graduates from 37 in 2006 to 130 in 2010, with a well-developed on every quality review and moving from an F in 2007 on the progress report to Bs in 2008 and 2009. Making these milestones tangible for our entire school community remains our challenge.**

**Developing a culture of achievement in our school, so that students and staff alike recognize that we are setting high goals for ourselves and that we are capable of meeting them, must be**

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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**Teacher Effectiveness** – We will implement the Teacher Effectiveness Project Pilot. We will provide the professional development to create DYO assessments for each core subject area and reach our goal of 5% increase in Regents participation and passing. We will also provide professional development to achieve our goals on School Climate.

**Teaching and Learning** – The participation and passing rates for students who take the Regents for the first time will increase an average of 5%. To achieve this performance goal, we need to use data to inform instruction.

**School Climate** – Increase in attendance to 80%. All school community members will take more positive actions to enrich our community so that we develop a culture that celebrates achievement. Central to this outcome is personalizing our work with each student and family through grade teams.

**Student Support** – Our students and their families will develop individual plans for college and career goal fulfillment. The key to building more family interaction is to provide support on the goal we all share, which is college and career readiness.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Attendance will improve above 80%.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Weekly attendance meetings will be convened to study attendance trends, develop and implement attendance improvement strategies.</b>  <b>Grade teams will set attendance goals and develop interventions</b>  <b>Outreach to parents</b>  <b>Celebrations for achieving grade team and class attendance goals</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Attendance team will utilize the expertise of the Crossroads program</b>  <b>United Way AIDP grant for incoming 9<sup>th</sup> grade cohort</b>  <b>Per session support for Attendance teacher services</b>  <b>Per session and OTPS support for online grading systems</b>  <b>Per session and ATS training for members of the attendance team and clerical staff</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Reduction in cutting classes as well as improvement in daily attendance.</b>  <b>Improved credit accumulation</b>  <b>Improved cohort participation in Regents exams</b>  <b>Improved cohort Regents achievement</b></p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Assessment

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>A full set of four DY0 Assessments will be developed and implemented in Math and ELA classes. Other Regents courses (Science and Social Studies) will develop and implement periodic assessments.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Teachers will meet to develop DY0 assessments based on Regents task and questions. Coordinators and Assistant Principals will finalize the assessments. Students and teachers will review the results of the assessments and develop differentiated action plans to remediate students who do not meet the standards and to challenge students who surpass the standards. Grade teams will set goals for achievement on assessments. Celebrations will take place as classes and grade teams meet and surpass goals.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Per session for staff to develop and score assessments and then to prepare curriculum adjustments. Saturday academy and after school tutoring to implement curriculum adjustments. OTPS to develop more access to computer resources for students and staff. PLATO system licenses for credit recovery. Per session to support training for staff on Datacation and PLATO systems. Per session to support online grading software. OTPS to support Celebration events.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Fewer students will fail courses as measured by progress reports and report cards. Students will accumulate more credits by cohort. More students will be promoted to the next grade. Cohort performance on Regents exams will improve from previous year. Graduation will exceed 66%</b></p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Accountability

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase in community-wide positive behaviors. All school community members will take more positive actions to enrich our community so that we develop a culture that celebrates achievement. More of our students will be ready for college and careers.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>PBIS training will be shared and implemented. Students who meet expectations will be celebrated. Students who do not meet expectation will be counseled and face consequences. Training on SAVE legislation will be conducted. Grade team interventions will take place to address student behavior, attendance and scholarship. Family handbook will be written and shared with the school community. Parent workshops on college and career readiness will be planned by grade. Career readiness activities will be planned and implemented alongside college activities. Students will be prepared and encouraged to score 75+ on ELA and Math regents. Campus-wide service projects will be planned and implemented.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Per session for PBIS implementation and training. OTPS for student celebrations when goals are met. OTPS to provide more access to computer resources. Per session for Grade team support on parent outreach. Per session to support the writing of the family handbook. OTPS to support the production and sharing of the family handbook.</b></p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Reduction of violent incidents**

**Learning of environment survey results on safety and respect improve.**

**More parents will participate in school events.**

**More students will be college ready, with 75+ on Math and ELA Regents**

**More students participate in internships and internship preparation activities.**

**More students will participate in service events.**

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	220	220	120	120	220	n/a	30	
10	150	180	135	145	210	n/a	45	
11	95	130	105	100	171	n/a	25	
12	80	95	85	120	185	n/a	30	

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

- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>A variety of supports is available, based on individual student needs. These include Read180 support for struggling readers (daytime, grades 9 and 10); small-group and individual tutoring, including for Credit Recovery (during the day, after-school and weekends) and writing support classes for 9th-graders (daytime). Tutoring and Regents Prep are also available on weekends.</p>
<p><b>Mathematics:</b></p>	<p>Students who have not passed Regents exams are supported primarily through specially-structured classes that remediate algebra, provide a transition to geometry, etc. These are offered both as regular classes and as pullouts. There is also small-group and individual tutoring, including for Credit Recovery (during the day, after-school and weekends) as well as tutoring and Regents Prep on Saturdays. Grade 9 received extra-period Algebra instruction</p>
<p><b>Science:</b></p>	<p>Science students who have failed Regents and courses are supported through after-school and weekend lab-recovery and tutoring plans, as well as special support classes for Living Environment and Earth Science. There is also small-group and individual tutoring, including for Credit Recovery (during the day, after-school and weekends), as well as tutoring and Regents Prep on Saturdays..</p>
<p><b>Social Studies:</b></p>	<p>Students needing to pass either of the Social Studies Regents are placed in specially-constructed reteach/recover classes as support. In addition, there is weekend tutoring and Regents Prep, as well as small-group and individual tutoring, including for Credit Recovery (during the day, after-school and weekends).</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Guidance Counselors provide support to students by monitoring their schedules and progress, providing interventions as needed, scheduling students for available tutoring and services. Counselor also maintains contact with parents to ensure they are aware of available services.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>Participant in crisis intervention situations on as-needed basis.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>At-risk counseling services are offered by a guidance counselor, who is a certified bilingual social worker. Services are offered individually and in small groups on a weekly and bi-weekly basis during the school day</p>
<p><b>At-risk Health-related Services:</b></p>	<p>N/A</p>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.**

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

**A. Language Allocation Policy Team Composition**

Network Cluster **DSSI Cluster 05 (New**

**Visions)**

District **08**

School Number **610** School Name **Automotive HS**

Principal **Mary Brouder**

Assistant Principal **Paul Heymont**

Coach

Coach

Teacher/Subject Area **Jennifer Kessler/ESL** Guidance Counselor **Dawn Modrak**

Teacher/Subject Area **Jay Shivcharran/ESL**

Parent

Teacher/Subject Area Parent Coordinator **Jennifer Velez**

Related Service Provider **Alex Martinez** Other

Network Leader **Janet Price** Other

**B. Teacher Qualifications**

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

Number of Certified

ESL Teachers **2**

Number of Certified

Bilingual Teachers

Number of Certified

NLA/Foreign Language Teachers **2**

Number of Content Area Teachers

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with Bilingual Extensions  
Number of Special Ed. Teachers  
with Bilingual Extensions  
Number of Teachers of ELLs without  
ESL/Bilingual Certification

## C. School Demographics

Total Number of Students in School

912

Total Number of ELLs

45

ELLs as Share of Total Student  
Population (%)

4.93%

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
  1. As we have few newcomers, ATS reports are most frequently used to identify ELLs in the school. When we do have a student who is new to the system, we give them a HLIS (if it is not already in the ATS system). Our Parent Coordinator, Jen Velez, would conduct this interview and give the form if we encountered such a student. Jennifer Kessler, the ESL Coordinator, administers the LAB-R and NYSESLAT as needed. She is certified in ESL instruction. There is also frequent communication between the Parent Coordinator and the ESL Coordinator, as well as regular printing out of new reports from ATS.
  2. In September, teachers send parent-choice letters home yearly (taken from the DOE website) which clearly outline choices for ELLs and their families.
  3. ESL teachers conduct regular conversations with students and parents if we are not receiving letters back.
  4. Almost all of our students have been in the DOE system for at least one year, and parents continue to overwhelmingly choose for their children to remain in an ESL program. Para-professionals and teachers who are native speakers in Spanish frequently make calls

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home, letters are offered. For students who choose a bilingual program (which we no longer offer) they are paired with a bilingual paraprofessional for their entire school day.

5. None of our parents have chosen to change the track of their children. Students who enter the building as "ESL" choose to remain ESL. Last year we had a bilingual special education program, which was phased out because of low-enrollment. These parents have also not changed their choice. Most of those students have either transferred, or their IEP dictates their schedule, but there are two who remain in the bilingual program.

6. As the bilingual program no longer exists, the two students who remain in this instead have a bilingual paraprofessional with them throughout every period of the day.

### A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

#### ELL Program Breakdown

Transitional  
Bilingual Education  
(60%:40% \_ 50%:50% \_  
75%:25%)

2 2

Dual Language  
(50%:50%)

0

Freestanding ESL  
Self-

Contained

10 8 4 4 26

Push-In 0

Total 0 0 0 0 0 0 0 0 10 10 4 4 28

### B. ELL Years of Service and Programs

All ELLs 45 Newcomers (ELLs receiving  
service 0-3 years) 8 Special Education 16

SIFE 9 ELLs receiving service 4-6

years 16

Long-Term

(completed 6 years) 21

K 1 2 3 4 5

6 7 8 9 10 11 12

Page 3

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

ELLs by Subgroups

All SIFE  
Special  
Education

All SIFE  
Special  
Education

All SIFE  
Special  
Education

Total  
TBE

1

1

1

1

2

Dual Language

0

0

0

0

ESL

8

2

1

15

6

6

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20

7

43

Total

8

2

1

16

6

7

21

0

8

45

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

K 1 2 3 4 5 6 7 8 9 10 11 12 TOTAL

Spanish 2 2

Chinese 0

Russian 0

Bengali 0

Urdu 0

Arabic 0

Haitian 0

French 0

Korean 0

Punjabi 0

Polish 0

Albanian 0

Yiddish 0

Other 0

TOTAL 0 0 0 0 0 0 0 0 0 0 2 0 0 2

Dual Language (ELLs/EPs)

K-8



Punjabi 0  
Polish 0  
Albanian 0  
Other 1 1  
TOTAL 0 0 0 0 0 0 0 0 15 13 6 9 43

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1. How is instruction delivered?

a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?

b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

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

d. Describe your plan for Long-Term ELLs (completed 6 years).

e. Describe your plan for ELLs identified as having special needs.

1. ELL instruction is delivered through two models: Self-Contained and Transitional Bilingual. Students are placed by proficiency levels rather than by grade. They are mostly homogeneous by level in their self-contained ESL classes, but placed by grade in content area classes.

2. We use the most recent NYSESLAT results to place students in the appropriate class and ensure that they receive the appropriate number of instructional minutes.

3. Content areas are taught in English, often with a bilingual paraprofessional in a classroom with ELLs. Content area teachers consult with the ESL Coordinator to insure that differentiation takes place. Content area coursework is also supported during ESL class. Professional development is also given to staff members to ensure they are familiar with best practices for teaching ELLs, and each staff member is notified about the ELLs in his or her class, including level and native language.

4. Differentiation is a key part of our ELL instructional model.

a. For SIFE students, we offer programs that are user-friendly and circumvent traditional classroom instruction. This includes programs such as Rosetta Stone and Read 180. We also have a paraprofessional in each classroom, and differentiate homework and assessment appropriately.

b. Newcomers are given extra attention in the ESL classroom. They work closely with the bilingual paraprofessional, and we use a buddy system so they can work closely with a more advanced student who speaks the same native language. Additionally, their content

area teachers receive support in teaching these ELLS and regular check-ins with the ESL Coordinator about how each student is progressing. Automotive offers DY0 Assessments, which newcomers participate in whenever possible. There are also regular assessments in class to track their progress. Rosetta Stone and Read 180 are also used with newcomers.

c. ELLs who have been receiving service for 4-6 years are challenged and supported. They receive a curriculum similar to that of native speakers on their grade levels, but this curriculum is differentiated, and they receive extra grammar, word work, and reading instruction. Read 180 is also used for these students.

d. Long-Term ELLs receive similar instruction to native speakers, with a focus on Regents exams and graduation. Students at this point are usually proficient in speaking but may need extra support in reading and writing. We continue to teach reading strategies, as well as test-taking strategies. At the same time, students are completing meaningful projects to hold their interest and strengthen their skills.

e. Special needs ELLs are placed in a self-contained ESL class whenever their schedule permits, to receive extra support. When their IEP dictates it, they are placed in a smaller class rather than ESL class. The ESL Coordinator regularly consults with the ISS department about ELLs who are not enrolled in an ESL class.

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

ESL instruction for all ELLs as required under

CR Part 154

360 minutes

per week

360 minutes

per week

180 minutes

per week

ELA instruction for all ELLs as required under

CR Part 154 180 minutes

per week

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FOR TBE /DL PROGRAMS:

Native Language Arts

60-90 minutes per day 45-60 minutes per day 45 minutes per day

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

ESL instruction for all ELLs as required under

CR Part 154

540 minutes

per week

360 minutes

per week

180 minutes

per week

ELA instruction for all ELLs as required under

CR Part 154 180 minutes

per week

FOR TBE /DL PROGRAMS:

Native Language Arts

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45 minutes per day 45 minutes per day 45 minutes per day

### Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

Please note that NLA support is never zero.

TBE

100%

75%

50%

25%

Dual Language

100%

75%

50%

25%

Freestanding ESL

100%

75%

50%

25%

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5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

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

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

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

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

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

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

14. What language electives are offered to ELLs?

5. The ESL Coordinator regularly evaluates all ELLs' transcripts, noting where credits are missing, and which regents still need to be passed. She also consults with content area teachers. ELLs also take class time to review their own transcripts (or for freshman, to go over graduation requirements) so they can see exactly where they need support. The Coordinator frequently collaborates with content area teachers on classwork and projects. When a student is struggling in one class, tutoring sessions are held until the work is completed. We offer tutoring and Regents Prep after-school, during school, and on Saturdays in all content areas. These services are most often performed in English; sometimes in Spanish.

6. Regular coursework targets all the areas tested on the NYSESLAT (listening, speaking, writing, reading) and mini-lessons help with grammar, writing skills, reading strategies, test taking strategies, listening, speaking, etc. We go over test scores with students and make a plan for what needs to be improved to reach proficiency. Coursework is differentiated where needed to meet these targets.
7. This year, we are buying many more ESL materials. Because we have beginners and students with special needs, we will be investing in Rosetta Stone and laptops for the classroom. Currently we are borrowing these materials from another school. We will also offer more materials (books, games, etc) for beginner students. We will also be purchasing a video camera, and ELLs will be writing, filming, and directing their own short films.
8. The “Farm to Table” program is continuing and will be open to ELLs, but it is not designed specifically for the ELL population this term. This is because of low numbers of participation last year.
9. Our school offers football, soccer, wrestling, baseball, handball, volleyball, basketball, marching band, hip hop jazz band, cooking club, gardening, ping pong, SAT prep, tutoring, and more after school programs. Like all students, ELLs are welcome and encouraged to attend.
10. Dictionaries (English and bilingual), Rosetta Stone, Read 180, various materials from suppliers such as New Reader’s Press, books in the native languages, books on cd and tape, and more are all used to help ELLs learn.
11. There is a bilingual paraprofessional and/or a bilingual teacher in each English classroom with ELLs. A buddy system is also used, pairing an advanced student with a beginner or intermediate student. Buddies speak in their native language to clarify lessons, readings, etc. They also sometimes translate written materials into their native language, or write in their native language and then work together to translate it into English.
12. Yes. We have a wide variety of materials for all ages and grade levels.
13. N/A We have not had any newly enrolled ELLs before the beginning of the school year.
14. There are no native-language electives, but ESL students can take “Food, Land, and YOU” – an English elective based on food politics and taught by the ESL Coordinator.

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

N/A — no dual language program

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### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)

Beginner(B) 2 3 5  
 Intermediate(I) 8 6 3 2 19  
 Advanced (A) 2 1 1 4  
 Total 0 0 0 0 0 0 0 0 12 10 4 2 28  
 NYSESLAT Modality Analysis

LISTENING/ B 1

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
  1. ELL personnel participate in weekly school-wide PD (2 hrs/wk) that is often focused on literacy strategies and interventions with high-need students. They also regularly go on PD off-site that focuses on best practices for ELLs. ELL personnel are able to choose PD that they think is appropriate for their needs as teachers serving ELLs.
  2. Teachers and staff meet and consult with guidance counselors during weekly PD to ensure we are assisting ELLs (and other students) with any difficulties in transition. We also provide PD on graduation requirements, college scholarships that cater to ELLs, and free city-wide programs.
  3. The ESL Coordinator plans and administers PD throughout the year for all staff on best practices for teaching ELLs, as well as discussions about specific students and their needs. This includes ideas for differentiation, vocabulary development, key terms, Regents prep in content areas, etc.
1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parents are encouraged to take part in many school activities, including PTA, School Leadership Team and workshops held during the year on subjects including "How to Help Your Child Pass Regents," and on many other issues. ELL parents are invited to all events. Additional translation service is needed.
  2. Many additional activities involving parents take place through our partnerships with Good Shepherd Services, which operates an extensive Crossroads program and more in the building.
  3. Parent needs are evaluated through in a variety of ways, including feedback from parent meetings and events, counselor notes of parent contact and requests, and surveys.
  4. Parent needs as expressed in 3. above and in other ways form the planning basis for parent involvement activities. Most workshop topics, for instance, come from parent requests.

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I 1 2

A 5 3 1

SPEAKING

P 5 5 3 2

B 2 3

I 7 6 3 3

A 3 1 1

READING/

WRITING

P

MAY 2011

NYS ELA

3 0

4 0

5 0

6 0

7 0

8 0

NYSAA Bilingual Spe Ed 0

NYS Math

Grade English NL English NL English NL English NL

3 0

4 0

5 0

6 0

7 0

8 0

NYSAA Bilingual Spe

Ed 0

NYS Science

English NL English NL English NL English NL

4 0

8 0

NYSAA

Bilingual

Spe Ed

0

NYS Social Studies

English NL English NL English NL English NL

5 0

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NYS Social Studies

English NL English NL English NL English NL

8 0

**MAY 2011**

NYSAA  
Bilingual  
Spe Ed  
0  
New York State Regents Exam

English Native Language English Native Language  
Comprehensive English 8 6  
Math Algebra 17 5  
Math  
Biology  
Chemistry  
Earth Science 2 0  
Living Environment 11 4  
Physics  
Global History and  
Geography 13 5  
US History and  
Government 15 3  
Foreign Language 4 4  
Other  
Other  
NYSAA ELA  
NYSAA Mathematics  
NYSAA Social Studies  
NYSAA Science  
Native Language Tests

Q1  
1-25 percentile  
Q2  
26-50 percentile  
Q3  
51-75 percentile  
Q4  
76-99 percentile  
Q1  
1-25 percentile  
Q2  
26-50 percentile

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Q3

51-75 percentile

Q4

76-99 percentile

ELE (Spanish Reading

Test)

Chinese Reading Test

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1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Each student is assessed in reading and writing. We use the AGS Reading Level Indicator to assess instructional and independent reading levels. We also do regular writing assessments, grading writing for the 6+1 traits. Lastly, we do a grammar assessment. These assessments show us that, like most of our students, they are reading far below grade level. Most of our ELLs average a grade 5-7 instructional reading level, and grade 3-5 independent reading level. A handful of our ELLs are reading at or close to their grade level with instructional help. This informs our schools instructional plan because we understand the importance of literacy for our students. We have a Literacy Team, teach reading strategies in all content areas and use Read 180 with our ELLs. We use our writing assessment results to better understand which traits students need the most help with, and we focus on those in mini-lessons.
2. The data patterns reveal that our students are much stronger in speaking and listening than they are in reading and writing.
3. In the classroom, we put a strong focus on reading and writing. This year we have also integrated more explicit grammar instruction into our classroom lessons.
4.
  - a. Due to fairly low literacy levels in their native languages, and the fact that most of our ELLs have been here longer than three years and take their content area classes in English, they almost always choose to write the exam in English (while they may have a Spanish copy on their desk). ELLs most often have to take Regents several times before they pass them, becoming more familiar with the process and the material over longer periods of time. Like with our native English speakers, passing content area Regents exams is a challenge.
  - b. The Periodic Assessments help to shape our instruction. We enter the data into a schoolwide system that is available to all teachers to review at any time. It tells us which writing traits to concentrate on, which reading strategies, and which grammar they need the most help with.
  - c. The school is learning that we need to continue to emphasize reading strategies, especially in the content areas. We have begun to

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offer literacy PD to the entire staff, and hung posters with reading strategies in every classroom to build a common vocabulary. We're hoping this will improve results on content area Regents exams.

5. N/A

6. Because we have a relatively small number of ELLs, it is possible to track them individually. We do regular transcript reviews, review their progress reports and report cards and intervene when needed. We also carefully watch our graduation rates of ELLs. We assess and act every year, making changes based on our results and the changing population of our students.

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

Paste additional information here

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Name (PRINT) Title Signature Date (mm/dd/yy)

Principal 11/1/10

Assistant Principal 11/1/10

Parent Coordinator 11/1/10

ESL Teacher 11/1/10

Parent

Teacher/Subject Area 11/1/10

Teacher/Subject Area

Coach

Coach

Guidance Counselor 11/1/10

Network Leader 11/1/10

Other

Other

Other

Other

### **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- √ We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- √ We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information**

Grade Level(s) 9-12 Number of Students to be Served: 44 LEP 1 Non-LEP

Number of Teachers 2 Other Staff (Specify) \_\_\_\_\_

### **School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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Educational programs for ELLs embody the conceptual understanding that challenging content and well-developed learning strategies will prepare ELLs to think critically, solve problems, and communicate in the language(s) of instruction. ELLs are actively engaged in standards-based academic curriculum.

At Automotive High School, the needs of ELLs are addressed through two different programs—a free-standing ESL program, and a new and developing Transitional Bilingual Education program. Each of these programs has its own methods and structure.

#### English as a Second Language

Students in freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores).

The goals of the ESL program are as follows.

- Provide academic content-area instruction in English using ESL methodology and instructional strategies.
- Using native language support to make content comprehensible.
- Incorporate ESL strategic instruction.

- Assist students to achieve the state-designated level of English proficiency for their grade.
- Help ELLs meet or exceed New York State and City standards.

In this program, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided through a variety of strategies, including bilingual dictionaries, native language classroom libraries, technology resources and enhancements, and use of buddy systems where appropriate.

In addition, students in the ESL program are permitted and encouraged to take advantage of standardized assessments such as Regents Exams in whichever language they feel will offer best chances of success; both exams may be available to the student as an aid in any case.

The time allocation for explicit ESL instruction is based on the student's placement on the LAB-R or NYSESLAT. Beginning ESL students receive approximately 135 minutes per day of ESL; intermediate students receive 90 minutes, and advanced students receive 45 minutes of ESL daily, as well as an ELA class. All ESL classes are staffed by highly-qualified teachers with New York State and New York City ESL license and certificate.

### **Program Name: Farm to table**

The ELL support after school program will serve 40 students in grades 9-12, and run once a week for 15 weeks. The program will offer the hands-on activities of cooking and gardening, and use these activities to strengthen listening, speaking, reading, and writing skills. The current ELL population has showed a consistent interest in hands-on activities, such as, cooking and gardening and this will serve as a motivator for leaning. Students will be offered direct and explicit instruction in literacy skills and content areas (science and math), as well as a comfortable environment to practice their English speaking and listening.

In the winter months we will be working on various cooking projects featuring locally grown foods. Students will work together to choose recipes, gather ingredients, make shopping budgets, and cook and share a meal. By carefully following recipes they will strengthen their vocabulary and understand procedural writing. They will also create their own recipes, and write reviews of the meals we share. Teachers will provide samples of writing, model each assignment, and help with revisions. Cooking and sharing food will thus provide students with explicit instruction in various writing styles, let them use their math skills, strengthen their vocabulary, and provide an opportunity to practice their speaking and listening skills outside of the classroom.

In the spring, the students will be planning and working in the school garden. This will provide repeated exposure to a whole new set of vocabulary, while continuing to provide a comfortable environment for students to practice listening and speaking skills. We will also be doing creative, procedural, and reflective writing about our work and experiences, which will again be modeled by teachers and revised by students. Math skills are an essential part of garden mapping, planning, and planting, and an understanding of basic biology concepts.

Parents will be invited to attend various events throughout the year – including meals and garden celebrations. At the end of the school year there will be a celebration in the garden featuring student readings and a meal cooked by students, using produce they grew.

A key component to the program will be the overnight trip students take to Hawthorne Valley Farm in late spring. This will provide an essential tie-in to all the work they've been doing, giving them perspective on the value of their work and even possible career options. It will also serve as a

motivator, as students reflect on how much they've learned, use their new vocabulary on a working farm, and use their knowledge of cooking and farming.

The program will be run by a certified ESL teacher/ESL coordinator. A bilingual paraprofessional will also help with translation and parent outreach.

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**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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A comprehensive ongoing professional development is currently being implemented for all staff members. Since so many of our students enter reading several years behind grade level, professional development is geared toward teaching reading strategies across the content areas and providing the set tools that will help in the teaching of the respective strategies (i.e. connecting, questioning, visualizing, inferring, recalling, determining importance, analyzing, and self-monitoring).

Teachers receive professional development every Tuesday from 8:30 – 10:30 AM prior to student arrival, during monthly department meetings, monthly faculty meetings, and weekly meetings for all teachers of freshmen. The school's mission is to provide PD that will produce students who:

- Know and use reading, writing, speaking, and thinking strategies to construct meaning and to learn across the content areas.
- Can communicate and demonstrate ideas and learning effectively to others in a variety of social, academic, and professional settings
- Can transfer his/her learning to new situations
- Can use technology to access, organize, analyze, and interpret information.

Some of the PD workshops are on:

- Differentiating Instruction
- Reading within the Content Area
- Teaching Academic Language
- Strategies to support ELLs in the classroom

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation **ELLs**

Automotive will offer two information sessions for parents of ELLs such as:

- Helping your child with school work
- Regents and RCT Assessments
- Graduation Policy
- Choosing a College or Technical School

There are two bilingual social workers who offer support to families of ELLs on a regular basis.

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**Section III. Title III Budget**

School: Automotive High School \_\_\_\_\_ BEDS Code: 331400011610 \_\_\_\_\_

<b>Allocation:</b> 15,000		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	8381.52	<i>To supply supplemental teaching services for the ELL population in our After School Program.</i>  <i>2 Teachers (3 hours a week) x 4 weeks a month x 7 months x \$41.98 (per session w/fringe) = \$8381.52</i>
Purchased services such as curriculum and staff development contracts		
Supplies and materials	6618.48	<i>6 Laptop Computers – \$ 4469.70</i> <i>1 Laptop Computer Cart - \$ 1475.51</i> <i>Admissions and food to trips – 673.27</i>
Travel		
Other		
<b>TOTAL</b>		<b>\$15,000.00</b>

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	745,513	171,184	916,697
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,455	1,711	9,166
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	37,275	*	
4. Enter the anticipated 10% set-aside for Professional Development:	74,551	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 89%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. We actively recruit staff through new teacher fairs, partnership with our network New Visions, the New Teacher Project, as well as Teach for America and The Teaching Fellows. We also support our staff with ongoing professional development.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **Title I Parent Involvement Policy for Automotive High School 2010-2011 School Year**

Automotive High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. Automotive's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory Councils, as trained volunteers and welcomed members of the school's community. Educational research shows a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will:

- build a home-school partnership that assists parents in acquiring effective parenting skills;
- provide parents with the information and training needed to effectively become involved in planning and decision making;
- increase their understanding of their right to support their child's education by being involved in the educational process;
- increase the role of the home in enriching education and improving student achievement; and
- develop positive attitudes toward the entire school community.

Automotive High School Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English language learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy to improve the academic quality of the school. The findings of the

evaluation will be used to design strategies to more effectively meet the needs of parents, and if necessary, to revise the Title I Parent Involvement Program and this policy.

In developing the Automotive High School 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 Parent Involvement Policy and asked to survey their members for additional input.

**To increase parent involvement, Automotive High School will:**

- actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;
- engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEAs) must set aside and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;
- 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as liaisons between the school and communities. The Parent Coordinator 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 for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, grade-level curriculum 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 status, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Annual Meeting 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 Section 1118 of Title I, Part A;
- schedule additional parent 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; and
- conduct an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

**Automotive High School will further encourage school-level parental involvement by:**

- hosting events/activities during Open School Week;
- encouraging meaningful parent participation in the School Leadership Teams and the Parent Association (or Parent-Teacher Association);
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library;
- starting school clubs for parents and students (e.g., book clubs, chess clubs, etc.);
- hosting events for male parents/guardians and grandparents;
- encouraging more parents to become trained school volunteers through Learning Leaders;
- 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;

### **AUTOMOTIVE HIGH SCHOOL - PARENT COMPACT**

*Automotive High School staff and the 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 the 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.*

### **SCHOOL RESPONSIBILITIES**

#### **Automotive staff will:**

- provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's standards by:
  - using academic learning time efficiently;
  - providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians;
  - respecting cultural, racial and ethnic differences;  $\frac{3}{4}$  implementing a curriculum aligned to State standards;  $\frac{3}{4}$  offering high quality instruction in all content areas; and  $\frac{3}{4}$  providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.
- address communication issues between teachers and parents 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 meeting (early in the school year) for parents of students participating in the Title I program to inform them of the Title I program and their right to be involved;
- arranging additional meetings at other flexible times, i.e., morning and evening; and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular school meeting;

- ensuring that 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 planning, reviewing, evaluating and improving the Title I programs and the parental involvement policy;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual and school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents
- provide parents reasonable access to staff by:
- notifying parents of the procedures to arrange an appointment with their child's teacher; arranging opportunities for parents to volunteer in the school or at home; and
- providing for Open School activities that include observations of classroom activities provide support to parents by:
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities. Times will be scheduled so that the majority of parents can attend;
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and
- supporting parental involvement activities as requested by parents.

## **PARENT/GUARDIAN RESPONSIBILITIES**

### **I will**

- monitor my child's attendance and ensure my child arrives to school on time. When my child is absent I will follow the procedures to inform the school
- ensure that my child comes to school rested by setting a schedule of for bedtime based on the needs of my child and their age;
- make sure that homework is completed and assist my child if necessary;
- read to my child or discuss what my child is reading each day (minimum 15 minutes);
- set limits to the amount of time and what my child watches on television or plays video games;
- promote positive use of my child's extracurricular time such as, after-school extra learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow the school's rules and regulations and discuss this Compact with my child;
- volunteer in my child's school either at the school or assisting from my home in some way if time or schedule permits;
- participate, as appropriate, in the decisions relating to my child's education. I will;
- communicate with my child's teacher about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys and notices when requested;

- become involved in developing, implementing, evaluating, and revising the school-parent involvement policy;
- participate in or request training that the school offers on teaching and learning strategies whenever possible; take part in the PTA or serve to the extent possible on policy advisory groups, e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share the responsibility for the improved student achievement of my child

\*\*\*\*\*

**STUDENT’S RESPONSIBILITIES**

**I will:**

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

I have read and discussed the contents of the School-Parent Compact with my child as it relates to his/her education at Automotive High School.

**Student Signature**

**Parent Signature**

\_\_\_\_\_

\_\_\_\_\_

This Parent Involvement Policy and School-Parent Compact were distributed for review by \_\_\_\_\_ on \_\_\_\_\_.

The final versions of these documents will be distributed to the school community on \_\_\_\_\_ and will be available on file in the Parent Coordinator’s office.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  - a. Automotive High School's leadership team and the school community conducted extensive reviews of our data to produce the goals and action plans listed in sections III and IV of this document (pages 16-20), including review of the following indicators:
    - Graduation reports
    - The New York State Report card for the past three years
    - ARIS reports
    - Datacation
    - PSAT and SAT reports
    - ATS reports, including LAB-R and NYSESLAT results
    - Attendance percentage breakdowns on a yearly, monthly, weekly and data basis for all subgroups, schoolwide, grade, ethnicity, gender, language and age.
    - School Climate looking at deans referrals and suspensions by various subgroups
    - AIS reports
    - STARS – scholarship reports, Regents Exam reports
    - Learning Surveys of staff and students and parents
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. We are extending the school day for 9<sup>th</sup> and 12<sup>th</sup> graders, providing Saturday school, afterschool programs and college and career readiness. These action plans are discussed in more depth on pages 16-20 of this document.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. We are extending the school day for 9<sup>th</sup> and 12<sup>th</sup> graders, providing Saturday school, afterschool programs and college and career readiness. These are discussed in more depth on pages 16-20 of this document.
    - Help provide an enriched and accelerated curriculum, through our professional development sessions on Tuesdays, which provide staff with the opportunity to focus on our school's most challenging priority - using data to inform instruction.
    - Meet the educational needs of historically underserved populations by increasing access to technology in the classroom through the purchase of laptops, computers and promethean boards.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs fund 2 Science, 1 Math, 1 Business, 1 Social Studies, 3 ELA and 1 CTE teachers, as well as 2 Guidance counselors.

- Are consistent with and are designed to implement State and local improvement.

3. Instruction by highly qualified staff. BEDS data shows that our staff is 89% highly qualified in the core areas.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Our Professional development is on-going training provided by our partners, AUSSIES, Crossroads, New Visions and the New York City Writing Project, in addition to the weekly Tuesday sessions. Our professional development goals are embedded in our action plans in pages 16-20.
5. Strategies to attract high-quality highly qualified teachers to high-need schools. As a Transformation school, we were able to hire two Master Teachers and three Turnaround teachers. This program brought 5 highly qualified teachers to work with our staff and improve instruction. We also work with our network, New Visions, the New Teacher project, and the Teaching Fellows program to identify new teachers for our staff.
6. Strategies to increase parental involvement through means such as family literacy services. Our college planning services will increase parental involvement with the school as well as our increased outreach efforts, as outlined in our action plan in section IV pages 16-20.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.  
N/A for high school
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Ongoing and unified assessment is a key strategy for our school improvement, as outlined in our action plan in section IV, pages 16-20. These assessments provide additional data to determine strategies to help student needs and progress to academic success. Our school supports a UFT Teacher Center and a coordinator who works with staff and school leadership to develop a professional development calendar for school improvement. Inquiry Teams are in place to monitor student progress of specified students and to implement interventions that address the areas of need.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. WE have provided all 9<sup>th</sup> grade students with an additional ELA and Math class. Saturday tutoring supplements the extensive counseling offered to students at risk in our school. The Crossroads program will serve more than half our students throughout the day. The addition of the afterschool program offers student the opportunity to participate in credit-bearing activities.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job

training. Multiple funding sources such as Title I, Title III, Fair Student Funds, and Legislative Grants are integrated to improve academic achievement throughout I.S. 93 with an emphasis on closing the achievement gap for ELLs, SWD, students in the lowest third, and students who did not make a year of progress in ELA and Math. In consultation with the SLT, funds are coordinated to promote the following schoolwide programs and/or initiatives to address the needs of students in comprehensive and integrated ways, such as the use of periodic DYO Assessments, Inquiry, parent outreach, career and college readiness, and professional development.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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.

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in
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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching

						this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$626,230	✓	
Title I, Part A (ARRA)	Federal	✓			\$169,477	✓	
Title II, Part A	Federal						
Title III, Part A	Federal	✓					
Title IV	Federal						
IDEA	Federal	✓			\$54,140	✓	
Tax Levy	Local						

1. Use program resources to help participating children meet the State standards. The expansion of the school day for 9<sup>th</sup> and 12<sup>th</sup> graders is made possible by Title I funds. Our 9<sup>th</sup> graders have been able to take an extra Math and an extra ELA support class each semester. Our 12<sup>th</sup> graders have been provided with customized supports tailored to their specific graduation needs. Other programs to help students meet the standards include: Saturday school, afterschool programs and college and career readiness. These action plans are discussed in more depth on pages 16-20 of this document.
2. Ensure that planning for students served under this program is incorporated into existing school planning. The funded guidance counselors provide supports for students in temporary housing and other students at risk of academic failure and poor attendance. They provide academic and emotional support for those students. This may include referring students student to Crossroads, an onsite youth development organization. Our guidance services include components of anger management, sexual and violence prevention and career training based activities. Part of the program supports professional development that allows teachers to develop ongoing, unified assessment to inform and target instruction. See the action plans on pages 16-20 for more details.

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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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time. Extended learning time has been provided to 9<sup>th</sup> and 12<sup>th</sup> graders to help them meet promotion and graduation standards.
  - b. Help provide an accelerated, high –quality curriculum. Our use of periodic DY0 assessment allows us to use data to improve instruction across the curriculum and to sue the results in Inquiry study.
  - c. Minimize removing children from the regular classroom during regular school hours. We continue to find more opportunities for students with disabilities to engage in least restrictive environments. This year, we expanded the number of ICT sections to 25.
4. Provide instruction by highly qualified teachers. Our Professional development is on-going training provided by our partners, AUSSIES, Crossroads, New Visions and the New York City Writing Project, in addition to the weekly Tuesday sessions. Our professional development goals are embedded in our action plans in pages 16-20.
5. Strategies to attract high-quality highly qualified teachers to high-need schools. As a Transformation school, we were able to hire two Master Teachers and three Turnaround teachers. This program brought 5 highly qualified teachers to work with our staff and improve instruction.
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff. Our professional development sessions on Tuesdays allow teachers to develop and analyze the unified assessments that will allow our students to meet and exceed state standards.
7. Provide strategies to increase parental involvement. Our college planning services will increase parental involvement with the school as well as our increased outreach efforts, as outlined in our action plan in section IV pages 16-20.
8. Coordinate and integrate Federal, State and local services and programs. We continue to find ways to maximize our students' opportunities. . In consultation with the SLT, funds are coordinated to promote the following schoolwide programs and/or initiatives to address the needs of students in comprehensive and integrated ways

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

**According to NCLB/SED accountability status in our snapshot, we have been identified as Restructuring (Advanced). We have attained AYP for Graduation Rate and ELA, and not making Adequate Yearly Progress in Math. A review of our achievement data reveals that students arrive at our school with significant challenges in ELA and Math. We have identified using data to inform instruction as a schoolwide need to develop interventions for students.**

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**The subgroups identified as not making adequate yearly progress in Math were Hispanic and Latino.**

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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School Under Registration Review (SURR)

**We provide our teachers with professional development in a wide variety of ways, from partnering with Lehman College New York City Writing Project, AUSSIES, the UFT Teacher Center, CAMBA, as well as workshops and conferences. We conduct professional development activities in support of our periodic DY0 assessment. This effort to support the strategic use of data to inform instruction will allow us to identify targeted students for interventions.**

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

**Our new teachers are each provided with mentors, in addition to the support offered by our UFT Teacher Center. These teachers also work closely with our Turnaround and Master teachers.**

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**We will send the DOE-provided letters informing parents about our designation and their options. In addition, we will provide periodic newsletters and letters from the Principal describing our progress as a school community through the transformation process. Guidance Counselors, the Parent Coordinator and school administrators are prepared to answer questions from parents, and presentations will be made to the School Leadership Team and Parents Association.**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Seven students.

2. Please describe the services you are planning to provide to the STH population.

Students in temporary housing are supported by a variety of services, many of which are also open to other students.

- Students in temporary housing have access to the Crossroads program, which provides students with an advocate counselor, academic and social activities and family support.
- A guidance counselor is responsible for monitoring STH students, and has received professional development in McKinney-Vento and other aspects.
- The trained counselor also provides training and support to colleagues within the school.
- After-school programs provide academic and social opportunities during an extended day.
- Credit Recovery and tutoring opportunities are provided to ameliorate any academic gaps or deficiencies resulting from the student's lack of permanent housing.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Automotive High School					
<b>District:</b>	14	<b>DBN:</b>	14K610	<b>School</b>		331400011610

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		75.5	78.6	75.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		96.2	97.4	95.4
Grade 6	0	0	0				
Grade 7	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	417	358	324		69.6	71.3	73.0
Grade 10	357	305	261				
Grade 11	145	194	182	<b>Students in Temporary Housing - Total Number:</b>			
Grade 12	82	120	108	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	6	5	6		7	35	16
Total	1007	982	881	<b>Recent Immigrants - Total Number:</b>			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	4	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	53	62	42	Principal Suspensions	0	1	29
# in Collaborative Team Teaching (CTT) Classes	36	53	94	Superintendent Suspensions	32	44	47
Number all others	91	95	86				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	5	TBD	CTE Program Participants	N/A	866	642
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	44	32	TBD				
# ELLs with IEPs	8	19	TBD				

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	80	75	69
Number of Administrators and Other Professionals	23	25	22
Number of Educational Paraprofessionals	2	2	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	92	73	202	% fully licensed & permanently assigned to this school	100.0	100.0	93.8
				% more than 2 years teaching in this school	54.9	67.1	84.1
				% more than 5 years teaching anywhere	39.0	38.2	46.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	61.0	75.0	82.6
American Indian or Alaska Native	0.7	0.5	0.5	% core classes taught by "highly qualified" teachers	76.3	87.4	85.3
Black or African American	63.6	65.9	67.0				
Hispanic or Latino	29.7	29.2	29.6				
Asian or Native Hawaiian/Other Pacific	1.4	1.4	1.4				
White	2.0	1.9	1.6				
<b>Male</b>	94.7	95.0	95.2				
<b>Female</b>	5.3	5.0	4.8				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced					v	

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	X
Science:		Graduation Rate:	v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				vsh	vsh	v	58
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	-
Black or African American				vsh	vsh	
Hispanic or Latino				v	X	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial						
Students with Disabilities				-	-	
Limited English Proficient				-	-	-
Economically Disadvantaged				v	vsh	
<b>Student groups making</b>				<b>4</b>	<b>3</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	WD
<b>Overall Score:</b>	52.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	5.9	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	14	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	29.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>DSSI Cluster 05 (New Visions)</b>	District <b>08</b>	School Number <b>610</b>	School Name <b>Automotive HS</b>
Principal <b>Mary Brouder</b>		Assistant Principal <b>Paul Heymont</b>	
Coach		Coach	
Teacher/Subject Area <b>Jennifer Kessler/ESL</b>		Guidance Counselor <b>Dawn Modrak</b>	
Teacher/Subject Area <b>Jay Shivcharran/ESL</b>		Parent	
Teacher/Subject Area		Parent Coordinator <b>Jennifer Velez</b>	
Related Service Provider <b>Alex Martinez</b>		Other	
Network Leader <b>Janet Price</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>912</b>	Total Number of ELLs	<b>45</b>	ELLs as Share of Total Student Population (%)	<b>4.93%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. As we have few newcomers, ATS reports are most frequently used to identify ELLs in the school. When we do have a student who is new to the system, we give them a HLIS (if it is not already in the ATS system). Our Parent Coordinator, Jen Velez, would conduct this interview and give the form if we encountered such a student. Jennifer Kessler, the ESL Coordinator, administers the LAB-R and NYSESLAT as needed. She is certified in ESL instruction. There is also frequent communication between the Parent Coordinator and the ESL Coordinator, as well as regular printing out of new reports from ATS.
2. In September, teachers send parent-choice letters home yearly (taken from the DOE website) which clearly outline choices for ELLs and their families.
3. ESL teachers conduct regular conversations with students and parents if we are not receiving letters back.
4. Almost all of our students have been in the DOE system for at least one year, and parents continue to overwhelmingly choose for their children to remain in an ESL program. Para-professionals and teachers who are native speakers in Spanish frequently make calls home, letters are offered. For students who choose a bilingual program (which we no longer offer) they are paired with a bilingual paraprofessional for their entire school day.
5. None of our parents have chosen to change the track of their children. Students who enter the building as "ESL" choose to remain ESL. Last year we had a bilingual special education program, which was phased out because of low-enrollment. These parents have also not changed their choice. Most of those students have either transferred, or their IEP dictates their schedule, but there are two who remain in the bilingual program.
6. As the bilingual program no longer exists, the two students who remain in this instead have a bilingual paraprofessional with them throughout every period of the day.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>											2			2
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										10	8	4	4	26
<b>Push-In</b>														0

Total	0	0	0	0	0	0	0	0	0	0	10	10	4	4	28
-------	---	---	---	---	---	---	---	---	---	---	----	----	---	---	----

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	16
SIFE	9	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	21

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE				1		1	1		1	2
Dual Language	0			0			0			0
ESL	8	2	1	15	6	6	20		7	43
<b>Total</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>16</b>	<b>6</b>	<b>7</b>	<b>21</b>	<b>0</b>	<b>8</b>	<b>45</b>

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			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																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11	10	6	6	33
Chinese														0
Russian														0
Bengali											1		1	2
Urdu														0
Arabic														0
Haitian										4	2			6
French													1	1
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other													1	1
<b>TOTAL</b>	<b>0</b>	<b>15</b>	<b>13</b>	<b>6</b>	<b>9</b>	<b>43</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

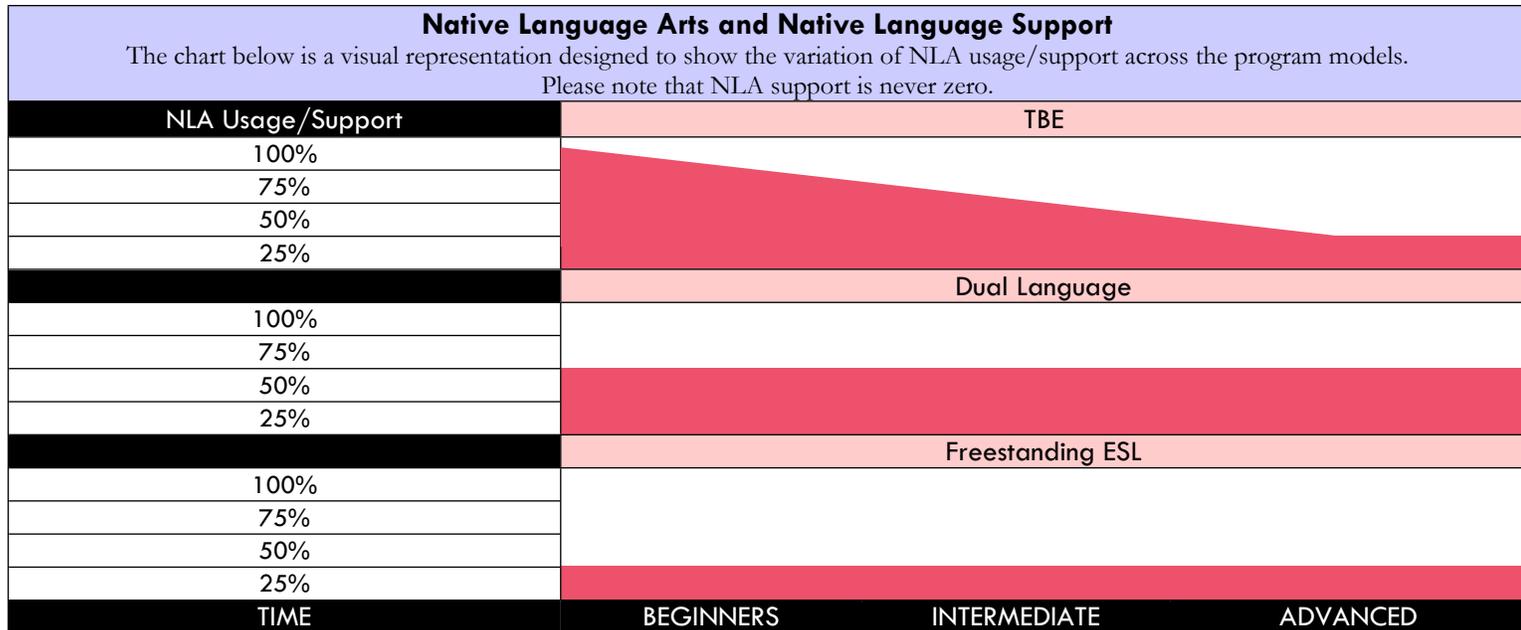
1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. ELL instruction is delivered through two models: Self-Contained and Transitional Bilingual. Students are placed by proficiency levels rather than by grade. They are mostly homogeneous by level in their self-contained ESL classes, but placed by grade in content area classes.
2. We use the most recent NYSESLAT results to place students in the appropriate class and ensure that they receive the appropriate number of instructional minutes.
3. Content areas are taught in English, often with a bilingual paraprofessional in a classroom with ELLs. Content area teachers consult with the ESL Coordinator to insure that differentiation takes place. Content area coursework is also supported during ESL class. Professional development is also given to staff members to ensure they are familiar with best practices for teaching ELLs, and each staff member is notified about the ELLs in his or her class, including level and native language.
4. Differentiation is a key part of our ELL instructional model.
  - a. For SIFE students, we offer programs that are user-friendly and circumvent traditional classroom instruction. This includes programs such as Rosetta Stone and Read 180. We also have a paraprofessional in each classroom, and differentiate homework and assessment appropriately.
  - b. Newcomers are given extra attention in the ESL classroom. They work closely with the bilingual paraprofessional, and we use a buddy system so they can work closely with a more advanced student who speaks the same native language. Additionally, their content area teachers receive support in teaching these ELLs and regular check-ins with the ESL Coordinator about how each student is progressing. Automotive offers DY0 Assessments, which newcomers participate in whenever possible. There are also regular assessments in class to track their progress. Rosetta Stone and Read 180 are also used with newcomers.
  - c. ELLs who have been receiving service for 4-6 years are challenged and supported. They receive a curriculum similar to that of native speakers on their grade levels, but this curriculum is differentiated, and they receive extra grammar, word work, and reading instruction. Read 180 is also used for these students.

- d. Long-Term ELLs receive similar instruction to native speakers, with a focus on Regents exams and graduation. Students at this point are usually proficient in speaking but may need extra support in reading and writing. We continue to teach reading strategies, as well as test-taking strategies. At the same time, students are completing meaningful projects to hold their interest and strengthen their skills.
- e. Special needs ELLs are placed in a self-contained ESL class whenever their schedule permits, to receive extra support. When their IEP dictates it, they are placed in a smaller class rather than ESL class. The ESL Coordinator regularly consults with the ISS department about ELLs who are not enrolled in an ESL class.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

5. The ESL Coordinator regularly evaluates all ELLs' transcripts, noting where credits are missing, and which regents still need to be passed. She also consults with content area teachers. ELLs also take class time to review their own transcripts (or for freshman, to go over graduation requirements) so they can see exactly where they need support. The Coordinator frequently collaborates with content area teachers on classwork and projects. When a student is struggling in one class, tutoring sessions are held until the work is completed. We offer tutoring and Regents Prep after-school, during school, and on Saturdays in all content areas. These services are most often performed in English; sometimes in Spanish.
6. Regular coursework targets all the areas tested on the NYSESLAT (listening, speaking, writing, reading) and mini-lessons help with grammar, writing skills, reading strategies, test taking strategies, listening, speaking, etc. We go over test scores with students and make a plan for what needs to be improved to reach proficiency. Coursework is differentiated where needed to meet these targets.
7. This year, we are buying many more ESL materials. Because we have beginners and students with special needs, we will be investing in Rosetta Stone and laptops for the classroom. Currently we are borrowing these materials from another school. We will also offer more materials (books, games, etc) for beginner students. We will also be purchasing a video camera, and ELLs will be writing, filming, and directing their own short films.
8. The "Farm to Table" program is continuing and will be open to ELLs, but it is not designed specifically for the ELL population this term. This is because of low numbers of participation last year.
9. Our school offers football, soccer, wrestling, baseball, handball, volleyball, basketball, marching band, hip hop jazz band, cooking club, gardening, ping pong, SAT prep, tutoring, and more after school programs. Like all students, ELLs are welcome and encouraged to attend.
10. Dictionaries (English and bilingual), Rosetta Stone, Read 180, various materials from suppliers such as New Reader's Press, books in the native languages, books on cd and tape, and more are all used to help ELLs learn.
11. There is a bilingual paraprofessional and/or a bilingual teacher in each English classroom with ELLs. A buddy system is also used, pairing an advanced student with a beginner or intermediate student. Buddies speak in their native language to clarify lessons, readings, etc. They also sometimes translate written materials into their native language, or write in their native language and then work together to translate it into English.
12. Yes. We have a wide variety of materials for all ages and grade levels.
13. N/A We have not had any newly enrolled ELLs before the beginning of the school year.
14. There are no native-language electives, but ESL students can take "Food, Land, and YOU" – an English elective based on food politics and taught by the ESL Coordinator.

### C. Schools with Dual Language Programs

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

N/A — no dual language program

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

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

1. ELL personnel participate in weekly school-wide PD (2 hrs/wk) that is often focused on literacy strategies and interventions with high-need students. They also regularly go on PD off-site that focuses on best practices for ELLs. ELL personnel are able to choose PD that they think is appropriate for their needs as teachers serving ELLs.
2. Teachers and staff meet and consult with guidance counselors during weekly PD to ensure we are assisting ELLs (and other students) with any difficulties in transition. We also provide PD on graduation requirements, college scholarships that cater to ELLs, and free city-wide programs.
3. The ESL Coordinator plans and administers PD throughout the year for all staff on best practices for teaching ELLs, as well as discussions about specific students and their needs. This includes ideas for differentiation, vocabulary development, key terms, Regents prep in content areas, etc.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents are encouraged to take part in many school activities, including PTA, School Leadership Team and workshops held during the year on subjects including "How to Help Your Child Pass Regents," and on many other issues. ELL parents are invited to all events. Additional translation service is needed.
2. Many additional activities involving parents take place through our partnerships with Good Shepherd Services, which operates an extensive Crossroads program and more in the building.
3. Parent needs are evaluated through in a variety of ways, including feedback from parent meetings and events, counselor notes of parent contact and requests, and surveys.
4. Parent needs as expressed in 3. above and in other ways form the planning basis for parent involvement activities. Most workshop topics, for instance, come from parent requests.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	3			5

Intermediate(I)										8	6	3	2	19
Advanced (A)										2	1	1		4
Total	0	0	0	0	0	0	0	0	0	12	10	4	2	28

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

NYS ELA						
Grade	Level 1	Level 2	Level 3	Level 4	Total	
3					0	
4					0	
5					0	
6					0	
7					0	
8					0	
NYSAA Bilingual Spe Ed					0	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	8		6	
Math <u>Algebra</u>	17		5	
Math				
Biology				
Chemistry				
Earth Science	2		0	
Living Environment	11		4	
Physics				
Global History and Geography	13		5	
US History and Government	15		3	
Foreign Language	4		4	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- Each student is assessed in reading and writing. We use the AGS Reading Level Indicator to assess instructional and independent reading levels. We also do regular writing assessments, grading writing for the 6+1 traits. Lastly, we do a grammar assessment. These assessments show us that, like most of our students, they are reading far below grade level. Most of our ELLs average a grade 5-7 instructional reading level, and grade 3-5 independent reading level. A handful of our ELLs are reading at or close to their grade level with instructional help. This informs our schools instructional plan because we understand the importance of literacy for our students. We have a Literacy Team, teach reading strategies in all content areas and use Read 180 with our ELLs. We use our writing assessment results to better understand which traits students need the most help with, and we focus on those in mini-lessons.
- The data patterns reveal that our students are much stronger in speaking and listening than they are in reading and writing.
- In the classroom, we put a strong focus on reading and writing. This year we have also integrated more explicit grammar instruction into our classroom lessons.
- Due to fairly low literacy levels in their native languages, and the fact that most of our ELLs have been here longer than three years and take their content area classes in English, they almost always choose to write the exam in English (while they may have a Spanish copy on their desk). ELLs most often have to take Regents several times before they pass them, becoming more familiar with the process and the material over longer periods of time. Like with our native English speakers, passing content area Regents exams is a challenge.
  - The Periodic Assessments help to shape our instruction. We enter the data into a schoolwide system that is available to all teachers to review at any time. It tells us which writing traits to concentrate on, which reading strategies, and which grammar they need the most help with.
  - The school is learning that we need to continue to emphasize reading strategies, especially in the content areas. We have begun to offer literacy PD to the entire staff, and hung posters with reading strategies in every classroom to build a common vocabulary. We're hoping this will improve results on content area Regents exams.
- N/A

### Additional Information

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

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other		

	Other		
	Other		
	Other		