



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : AUTOMOTIVE HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K610

PRINCIPAL: CATERINA LAFERGOLA-STANCZUK **EMAIL:** CLAFERGOLA@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature |
|-----------------------------|--|-----------|
| Caterina Lafergola-Stanczuk | *Principal or Designee | |
| William Kalogeras | *UFT Chapter Leader or Designee | |
| Alisa Diallo | *PA/PTA President or Designated Co-President | |
| Gloria Perez | DC 37 Representative, if applicable | |
| James Lacey Martinez | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Steven Rau | Member/CSA | |
| Tiffany Judkins | Member/UFT | |
| Brett Roer | Member/UFT | |
| Patricia Clarke | Member/PTA | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1 Teacher Effectiveness

The Principal and Assistant Principals will conduct a minimum of twelve formative observations for each teacher using the six domains of the Danielson rubric identified by the Teacher Effectiveness Pilot by May of 2012.

The Principal and Assistant Principals will conduct reflection meetings with teachers once per quarter to ensure the development of teacher capacity and progress towards progression on the Danielson rubric. Data from informal and formal observations, pre and post observation conferences, and student report card and progress reports will be used as benchmarks to ensure progress on the rubric.

The Teacher Center coordinator will collaborate with the Principal to create a monthly Professional Development calendar that targets one specific domain per month.

Teachers will use the Danielson rubric to self-assess lessons which have been observed during the formal observation process. The rubric completed by the teacher will be attached to the formal observation and placed in the teacher's file.

Results from the Learning Environment Survey will indicate that 50% of teachers agree that school leaders give them regular feedback about their teaching.

Comprehensive needs assessment

Analysis of the data contained in the State Report Card, the school's Progress Report, and the Learning Environment Survey has revealed that Automotive High School struggles in three major areas: graduation rates, scholarship, and climate and culture. Each of these areas are interdependent and have a common denominator, which is academic rigor. The focus of our work this year will be to increase academic rigor while establishing a culture of learning. The use of Danielson as the framework for teaching and learning will facilitate a common lexicon and a level playing field for all teachers in their quest for creating more academically rigorous classes that foster student success.

Instructional strategies/activities

The Teacher Center coordinator, Principal, Assistant Principals, and the New Visions support team will develop and implement Professional Development that supports teacher in understanding of the Danielson rubric. A calendar of professional development activities will be developed monthly as a result of collaboration between the Teacher Center coordinator, the Principal, and various Community Based Organizations (CBOs) working in the building. The calendar will enumerate weekly professional development offerings.

The Talent Management Coach assigned to Automotive will support the Administrative team in developing their understanding of the Danielson rubric and how to apply it to formal and informal observations.

The Teacher Center coordinator, Principal, and Assistant Principals will develop and implement Professional Development that supports teachers in using their understanding of the Danielson rubric to create and implement effective lesson plans.

The Principal and Assistant Principals will set up and follow a schedule for teacher observation that includes a minimum of five informal and one formal observation

per teacher per semester by October 2012. The Principal and Assistant Principals will work with the teachers in the departments they supervise to develop goals. The first goals setting sessions will take place following the first marking period in November 2011. Subsequent reflection meetings will take place quarterly beginning in December 2011. Subsequent meetings will follow the distribution of report cards. Data will be used to determine how successful teachers are in achieving their goals.

Strategies to increase parental involvement

The Principal will initiate and implement a monthly “Coffee Talk” meeting, which will offer parents the opportunity to learn more about instruction strategies and curriculum. Parent will be involved in the hiring process when possible.

Strategies for attracting Highly Qualified Teachers (HQT)

The Teacher Center coordinator will collaborate with the Principal to create a monthly Professional Development calendar that targets one specific domain per month. The sessions, which will occur weekly, will unpack each domain including sub-categories. Teachers will collaborate with the UFT and the Administrative Cabinet, to establish a common lexicon for teaching and learning that is anchored in the Danielson rubric and implemented in naturally occurring curriculum. Partnerships with New Visions and Talent Management will afford the teaching staff additional professional development opportunities in literacy, numeracy, Common Core Learning Standards, and the Danielson Framework.

Service and program coordination

Funds from the SIG Grant for Restart schools will support the implementation of Common Planning Time as well as a partnership with New Visions.

Budget and resources alignment

The hiring of substitute teachers cover the classes of those individuals partaking in Professional Development offered externally. Per session to support norming sessions.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2 Teaching and Learning

The school-wide goal is to support the development and implementation of a cohesive format of lesson planning that is based on instructional objectives that are aligned to the Common Core Curriculum and that include inquiry based instruction. It is expected that teachers will incorporate a minimum of one unit of study devoted to the Common Core Writing Standard of supporting a claim in English and Social Studies. Conversely, student performance on math Regents exams will improve as a result of strategic, data-driven programming and targeted professional development on the use of data to inform instruction.

- The pass rate for freshmen taking the Algebra Regents exam for the first time will improve from 28% in June 2010 to at least 35% (a 7 percentage point increase) Seventy percent of the Freshmen who attempt but do not pass the Algebra Regents for the first time will demonstrate growth in math proficiency, as compared to their 8th grade proficiency score.
- The pass rate for seniors who have attempted but not yet passed the Algebra Regents, who have at least 60% attendance in their targeted math prep course, who attempt the exam in either January or June of 2012, will be at least 70%.

- There will be a greater degree of homogeneity with regard to lesson planning across the curriculum. All lesson plans will include instructional objectives, and Aim, and an anticipatory set.
- There will be a 5% increase in the number of teachers that feel that they have trust in the Administrative team on the Learning Environment Survey.
- The number of ineffective formal and informal observations will decrease by 3% by June 2012.
- The number to developing and/or effective teachers will increase by 3% by June 2012.

Comprehensive needs assessment

A review Regents results and school-wide scholarship data has illustrated that passing rates on mathematics and history regents are below 50%, students also struggle to accumulate credits in mathematics and history. Anecdotal data has revealed that these deficiencies can be attributed in part to the non-targeted approach to instruction in these classes. Using the Common Core Learning Standards as the foundation for lessons will ensure a greater degree of alignment and consistency across and within content areas.

Instructional strategies/activities

The Administrative Cabinet will collaborate with the Teacher Center coordinator to organize a series of Professional Development opportunities that support the development of understanding around instructional objectives, Common Core Learning Standards, and inquiry based instruction. These sessions, which will occur during Common Planning Time, facilitated by New Visions and Assistant Principals will be supplemented by weekly offerings facilitated by members of the faculty in the Teacher Center. Those sessions taking place in the Teacher Center will reflect faculty members turn-keying sessions they have attended offered off-site. The expectation is that this work will be translated into classroom practice, which will be measured by formal and informal observations conducted by the Administrative cabinet, as well as feedback surveys conducted by the Teacher Center coordinator.

Strategies to increase parental involvement

The Principal will initiate and implement a monthly “Coffee Talk” meeting, which will offer parents the opportunity to learn more about instruction strategies and curriculum.

Strategies for attracting Highly Qualified Teachers (HQT)

- Highly qualified staff will be identified to attend professional development sessions provided outside of Automotive High School, in an effort to build capacity. These individuals will be identified as facilitators for internal professional development sessions.
- Highly qualified staff will be identified as mentors for new teachers.
- The Principal will create, facilitate, and support the growth of an Instructional Leadership Team. The purpose of this team will be to help shift the culture about teaching and learning in the building.

Service and program coordination

Funds from the SIG Grant for Restart schools will support the implementation of Common Planning Time as well as a partnership with New Visions.

Budget and resources alignment

1. Teachers who are being trained by New Visions in Common Core will then turnkey training to staff. Substitute teachers will be required.
2. Tom Deignan-UFT Teacher Center Coordinator. The position is a Comp Time position. Mr. Deignan leads professional development sessions and runs the Teacher Center.
3. The use of OTPS to supply the Teacher Center with materials to support teacher inquiry and varying instructional needs.
4. The Instructional Leadership Team, comprised of teachers from all content areas will support the development of the school's instructional goals. Work completed after school will be compensated using per session.
5. The Principal will facilitate New Teacher Training twice per month beginning in November 2011.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3 School Climate

We will develop staff's ability to prevent disciplinary problems and to de-escalate those problems that arise by creating a collaborative, student centered classroom that is conducive to academic achievement and youth development. The Principal, Assistant Principals, Deans, and Safety Agents will consistently and respectfully reinforce school rules and procedures throughout the year as a means to improving school climate.

- Feedback from this year's Learning Environment Survey will indicate that 50% of teachers (improved from last year's 42%) agree with the following statement: "Order and discipline are maintained at my school."
- Feedback from this year's Learning Environment Survey will indicate that 55% of students (improved from last year's 47%) agree with the statement: "Discipline in my school is fair."
- The total number of suspensions based on classroom incidents decreases from school year 2010-2011 to 2011-2012 by 5%.

The school will conduct periodic interim school surveys that mirror the Learning Environment Survey. The surveys will enable the cabinet to identify areas for growth and improvement.

The Administrative cabinet in collaboration with New Visions, CFN, OSYD Safety Director, Counseling in Schools, CAMBA, and Good Shepherd, will support the development of staff's ability to prevent disciplinary problems and to de-escalate those problems that arise by creating a collaborative, student centered environment that is conducive to academic achievement and youth development.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

The Teacher Center coordinator will collaborate with Counseling in Schools, CAMBA, New Visions, CFN and Good Shepherd Services to create a series of Professional Development offerings each month that are dedicated to creating student centered classrooms, de-escalation techniques, and classroom management. The Teacher Center Coordinator will maintain a record of the minutes and decision sheets from these meetings, which will be made available to the Principal upon request. Teachers that are rated ineffective or developing will be encouraged to attend Professional Development sessions that are specifically tailored to support their challenges.

Teachers will work collaboratively to share best practices around student centered classrooms during Common Planning Time.

The Principal, Assistant Principals, Deans, and Safety Agents will consistently and respectfully reinforce school rules and procedures throughout the year.

Strategies to increase parental involvement

The Principal will initiate and implement a monthly “Coffee Talk” meeting, which will offer parents the opportunity to learn more about instruction strategies and curriculum. Parents will be invited to share in celebrations. Parents will be invited to participate in informational sessions around gang and drug awareness.

Strategies for attracting Highly Qualified Teachers (HQT)

Highly qualified teachers with a proven track record of positive interactions with students and a personal affinity for youth development will be called upon to act as deans and mentors to students in an effort to build their capacity.

Service and program coordination

Funds from the SIG Grant for Restart schools will support the implementation of Common Planning Time as well as a partnership with New Visions.

Budget and resources alignment

- OTPS to codify the various Professional Development sessions into a handbook.
- SIG to pay Counseling in School.
- United Way to pay for Good Shepherd Services
- Per Session to pay for monthly Professional Development workshops for new and struggling teachers.
- OTPS for refreshments and celebrations
- SIG grant to pay Counseling in Schools
- OTPS to fund celebrations and rituals.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4 Student Support

To create a youth development model of student discipline that addresses the needs of the whole child, which will result in a 3% decrease in Level 3 and Level 4 Principal's suspensions by June 2012.

The Learning Environment Survey will reveal that 60% percent of teachers will "strongly agree" or "agree" to the question "I can get the help I need at my school to address student behavior and discipline problems".

The total number of Level 4 and Level 5 Superintendent suspensions will decrease from school year 2010-2011 to 2011-2012 by 3%.

Comprehensive needs assessment

The Learning Environment Survey for 2010-2011 revealed that students do not feel supported. Research has proven that students that do not feel supported or feel a sense of connection to their school community are generally unsuccessful. This goal seeks to remedy this issue and ultimately increase student performance and engagement.

Instructional strategies/activities

- Create cohort specific Cultural Centers by September 2011 that will include Guidance Counselors, Deans, and support staff in order to address the internal conflicts between students that manifest in violations of the Discipline Code and school-wide values.
- The Pupil Personnel Team will meet weekly to support students that are experiencing social and/or academic challenges.
- Use data to identify students that persistently violate the Discipline Code and school-wide values that result in suspension by September 2011. Refer these students to the Rites of Passage program in an effort to increase the students' awareness of how to handle adversity in a positive manner.
- Elicit the assistance of CAMBA by October 2011, a resident partner, in counseling students that are in abusive relationships that result in negative behaviors. Students work with CAMBA will help them to develop mechanisms that will support positive choices and behaviors.
- Offer Professional Development for Guidance Counselors, Deans, and teachers led by Counseling in Schools and CAMBA, that will support their understanding of and ability to implement a youth development model of discipline.
- Automotive's ASSET team will meet bimonthly. The ASSET team is composed of principal, assistant principal security, assistant principal guidance, guidance counselors, deans, Good Shepherd Director, Good Shepherd Advocate Counselors, CIS CEO and CIS social workers and counselors assigned to school, CAMBA staff, CFN Deputy Network Leader and New Visions. The team's goal is to assist in improving attendance and to help change school culture and climate at Auto by analyzing attendance and student discipline data and focusing on strategies and next steps to address problems.

Strategies to increase parental involvement

The Principal will initiate and implement a monthly "Coffee Talk" meeting, which will offer parents the opportunity to learn more about instruction strategies and curriculum. Parents will be invited to share in celebrations.

Strategies for attracting Highly Qualified Teachers (HQT)

It is expected that targeted professional development in the area of de-escalation and youth development in an effort to help those teachers that are struggling in this area to become more effective.

Service and program coordination

Funds from the SIG Grant for Restart schools will support the implementation of Common Planning Time as well as a partnership with New Visions.

Budget and resources alignment

- OTPS for refreshments and celebrations
- SIG grant to pay Counseling in Schools
- OTPS to fund celebrations and rituals.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5 Attendance

To implement an attendance plan that will increase student "to school attendance" to 81%, a change of 3% from the 2010-2011 academic year. Begin to develop a system to track class attendance and create an intervention program to address class attendance concerns.

- Student attendance to school will increase to 81% by June 2012.
- A data driven, research based system of tracking class attendance will be finalized by June 2012.
- The Attendance Team will monitor daily "to school" and "to class" attendance in an effort to identify areas of improvement and recognize trends.
- The team will identify and codify best practices for attendance work and share these practices during weekly Attendance Meetings.
- Data will be analyzed to identify monthly improvements in school-wide attendance.
- Faculty and staff attendance will be monitored in an effort to provide support.
- The principal will work collaboratively with the Attendance Team on problem solving attendance challenges during weekly meetings. Potential solutions will be implemented and reflected upon in an effort to support the growth of Best Practices.

Comprehensive needs assessment

Data from the Progress Report indicate that attendance rates are below the norm when compared to other schools within the Department of Education as well as within the peer group.

Instructional strategies/activities

- An attendance committee will be formed and will meet weekly. The committee will be comprised of guidance counselors, Good Shepherd's advocate counselors, CIS support staff, assistant principal guidance, New Visions, attendance teachers, the attendance secretary, and the principal.
- The attendance committee will review key ATS reports(RSAL, RYIS, ROCR, 407 report) in preparation for their weekly meetings.
- Team members will enter their interventions in Ilog and in Datacation
- The Attendance Team will share their findings and strategies for addressing student attendance at weekly meetings
- Attendance team will work closely with attendance teachers in prioritizing home visits for LTA and 407 students
- Principal and Assistant Principal Guidance will create an attendance plan that defines all staff responsibilities for attendance. It will define the calls that need to be made by whom and when they should be made
- There will be daily Rooster calls, phone messenger and personal phone calls made to students and their parents by designated Auto staff. This will all be defined in attendance plan.
- There will be goal setting meetings made with students who are struggling with attendance with their guidance counselors and/or Good Shepherd Advocate Counselors.
- There will be a very special focus on attendance for each cohort. Counselors will identify students who are struggling with attendance and will devise an outreach plan for these students. The plan will be developed in consultation with other staff and the assistant principal in charge of attendance at Auto.
- There will be a perfect attendance bulletin board on the first floor. Students with perfect attendance will be celebrated by cohort.
- There will be a school-wide attendance campaign organized by the principal, assistant principal and Good Shepherd staff. The campaign should focus on competitions and rewards for best cohort attendance.
- There will be two celebrations with students and their families for students who achieved perfect attendance and for students who achieved very good attendance. One will be held in the Fall/November 18,2011 and one will be held in Spring 2012/March or early April 2012
- Principal and her administrative staff will monitor student attendance daily by reviewing ATS reports and school/class attendance data.

- Principal and her team will work closely with CFN Attendance expert to continue the implementation of best attendance practices.

Strategies to increase parental involvement

Parents will be invited to attend celebrations for improved and exemplary attendance. Parents will receive a daily wake-up call to help support getting students to school on time.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers that are highly qualified will be asked to share best practices around attendance via the facilitation of professional development in this area.

Service and program coordination

Funds from the SIG Grant for Restart schools will support the implementation of Common Planning Time as well as a partnership with New Visions.

Budget and resources alignment

- Robin Hood grant will fund Good Shepherd's work on attendance.
- OTPS for celebrations and incentives.
- School budget pays for attendance coordinator
- CFN assigns two attendance teachers (1 three days a week and another conducts evening and weekend home visits)

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- 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.

| | 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 | 173 | 143 | N/A | N/A | N/A | 32 | N/A | N/A |
| 10 | N/A | 85 | 43 | 86 | N/A | 12 | N/A | N/A |
| 11 | N/A | 101 | 68 | 93 | N/A | 8 | N/A | N/A |
| 12 | 15 | 47 | 57 | 68 | N/A | 7 | N/A | N/A |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description |
|--|--|
| ELA | A review of data from the 8 th grade ELA exam revealed that all incoming freshmen scored under a 3.0. As such, all incoming freshmen will be programmed for a double period literacy block, which will support all facets of literacy. Data from a diagnostic assessment administered to freshmen in June 2012 will be used to identify specific sophomores who will be programmed for a double period literacy block in September 2012. Read 180 will be used to support the literacy needs of ELL, Special Education, and specific students that have profound literacy challenges. All services will be provided during the school day. |
| Mathematics | Students have been programmed into math courses that address their specific academic needs in terms of credit accumulation and Regents exams needed. Incoming freshmen with a combined 8 th grade math proficiency score of 2.90 and 90% attendance or a score of 3.20 and 88% attendance will be programmed for a single period of algebra, while students who do not meet this criteria will be provided with a double period. Upper classmen who have yet to pass a math Regents will be programmed into courses specifically designed to address the areas they need to master in order to meet that graduation requirement. |
| Science | Automotive has not traditionally programmed science lab immediately after science classes. Effective September 2011 all science labs are programmed immediately following science classes creating a 92 minute block. This will facilitate inquiry based instruction. |
| Social Studies | A review of Regents data and report cards for American History and Global History has prompted the shift from offering American History in 9 th grade to 11 th grade. Regents preparation classes, which have traditionally been offered after school have been embedded in students' programs to ensure attendance. Moreover, students have been strategically programmed into classes to meet their needs. The criteria used for determining programming resides in whether or not students have passed the class and failed the Regents, passed the Regents and failed the class, or failed both the Regents and the class. Each of the scenarios will result in a student being programmed for a class that addresses those needs. |
| At-risk Services provided by the Guidance Counselor | The counseling team of Counseling in Schools and Good Shepherd support students who have been identified as at-risk based on gang affiliation, incarceration, being undomiciled, being in foster care, or are parenting. |

| | |
|---|---|
| At-risk Services provided by the School Psychologist | |
| At-risk Services provided by the Social Worker | The social worker of Counseling in Schools, CAMBA, and Good Shepherd support students who have been identified as at-risk based on gang affiliation, incarceration, being un-domiciled, being in foster care, or are parenting. |
| At-risk Health-related Services | |

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information

| | | | |
|--|--------------------|-------------------------|--------------------------|
| Cluster Leader/Network Leader New Visions | District 14 | Borough Brooklyn | School Number 610 |
| School Name Automotive High School | | | |

B. Language Allocation Policy Team Composition

| | |
|---|---|
| Principal Caterina Stanczuk | Assistant Principal Valerie Acerra |
| Coach type here | Coach type here |
| ESL Teacher Jennifer Kessler | Guidance Counselor type here |
| Teacher/Subject Area Lisa Murphy/Special Education | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator type here |
| Related Service Provider type here | Other type here |
| Network Leader type here | Other type here |

C. Teacher Qualifications

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

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 1 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 2 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 752 | Total Number of ELLs | 34 | ELLs as share of total student population (%) | 4.52% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

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. We have few newcomers. Thus, ATS reports for example, RLER that shows LAB - R eligibility and the RNMR that shows students eligible for ELL services, are most frequently used to identify ELLs in the school. When we do have a student who is new to the system, we give him or her a HLIS (if it is not already in the ATS System). Our ESL teacher conducts this interview and administers the form. Parents and students are assisted, as appropriate, by native language school employees. Currently, we have staff who speak Hebrew, Spanish, French and Italian. The ESL teacher also administers the LAB-R in English, as well as Spanish for Spanish speaking ELL students, within ten days of admittance; she also administers the NYSESLAT. She is certified in ESL instruction. The LAB-R is hand-scored by the ESL teacher. Students who score below the cut off are entitled to receive ELL services. The results of hand-scored tests are kept on file in the office of the Assistant Principal, ESL and the test is sent to be officially scored. The ESL teacher administers the NYSESLAT to ELL students and ensures that testing modifications are implemented for ELL-SWD. The reading, writing and listening sections of the NYSELAT are administered over three days. Speaking is administered over a one week period. If students miss a part or parts of the test they take those parts on a specified make up day. Our Assistant Principal of ESL and our ESL teacher regularly review reports, including the RLAT and RMNR, from ATS to determine who should take the LAB-R and NYSELAT annually. The results of the tests are reviewed to determine next programming steps for the students, for example, a student who receives an overall score of intermediate on the the NYSESLAT will be programmed next for Intermediate ESL.

2. The parents watch the DOE Orientation DVD for parents of newly enrolled English language learners in their native languages where they are informed of three types of programs available for ELLs. They are assisted by native language school employees, the ESL teacher and the Assistant Principal of ESL if they have any questions about the programs. After their questions are answered, they fill out the parent survey and program selection form and are given entitlement letters. Native language school employees, ESL teacher and Assistant Principal of ESL conference with the parents and answer any questions they may have. If a parent does not attend school to watch the orientation DVD, entitlement letters as well as the parent survey selection forms are sent home. These documents outline program choices for ELLs and their families.

3. The Assistant Principal, ESL and ESL teacher issue entitlement letters, Parent surveys and Program selection forms. The Assistant Principal, ESL and ESL teacher call homes, send reminder letters and transmit emails (if email addresses are on file) if the school does not receive letters back. We also invite parents of newcomers to attend the Parent Teacher Conference in the fall to ensure that the surveys, selection forms and letters are completed and signed. A copy of all documents are filed in the office of the Assistant Principal, ESL and periodically reviewed for follow-up.

4. After watching the DOE orientation DVD for parents of newly enrolled English language learners in their native languages, parents receive entitlement letters in the student's native language and in English, as well as parent surveys and program selection forms. A copy of all documents are filed in the office of the Assistant Principal, ESL and periodically reviewed for follow up. The ESL teacher interviews students and places them in the appropriate level of ESL based on their LAB-R results and interviews. Our ESL teacher conducts this interview and administers the form. Parents and students are assisted, as appropriate, by native language school employees.

Currently, we have staff who speak Hebrew, Spanish, French and Italian. Students who have already been admitted to a NYC school are programmed for ESL classes based on the results of their NYSESLAT. For example, a student who receives an overall score of intermediate will be programmed next for intermediate ESL. Almost all of our students have been in the DOE system for at least one year, and parents continue to choose overwhelmingly for their children to remain in an ESL program. Nonetheless, the Assistant Principal of ESL and the ESL teacher track the number of parents who select particular programs. If the minimums for one of the other programs are reached, the school will create that program. In addition, we send continuation letters (taken from the DOE web site) to parents of our returning ESL students annually and in their native languages.

5. None of our parents who have chosen a program for their child have elected to change it. Thus, students who have entered the building as “ESL” remain ESL. Currently, 34 students receive ESL services.

6. Almost all of our students have been in the DOE system for at least one year, and parents continue to choose overwhelmingly for their children to remain in an ESL program. Nonetheless, the Assistant Principal, ESL and ESL teacher track the number of parents who select particular programs. If the minimums for one of the other programs are reached, the school will create that program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

| | | | |
|--|--------------------------------------|-------------------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To t # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language <small>(50%:50%)</small> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 0 | 12 |
| Push-In | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 4 | 0 | 13 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | |
|-----------------------------|----|--|---|
| All ELLs | 34 | Newcomers (ELLs receiving service 0-3 years) | 7 |
| Special Education | 14 | | |

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|----------------------------------|----|-------------------------------|----|
| SIFE | 8 | ELLs receiving service 4-6 years | 10 | Long-Term (completed 6 years) | 16 |

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. ①

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 7 | 3 | 0 | 11 | 5 | 6 | 16 | 0 | 8 | 34 |
| Total | 7 | 3 | 0 | 11 | 5 | 6 | 16 | 0 | 8 | 34 |

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

| Dual Language (ELLs/EPs) | | | | | | | | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|
| | EL L | EP |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|----------|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| Spanish | | | | | | | | | | 15 | 6 | 3 | 2 | 26 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | 1 | 1 | | 2 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | 1 | | | | 1 |
| Haitian | | | | | | | | | | | 2 | 1 | | 3 |
| French | | | | | | | | | | 1 | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|-----------|
| Other | | | | | | | | | | | | 1 | | 1 |
| TOTAL | 0 | 17 | 9 | 6 | 2 | 34 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Currently, ELL instruction is delivered through two models: self-contained and push in. We have a free standing ESL program, in which students receive all instruction in English. The number of ESL instructional units meets or exceeds the NYS CR part 154 stipulations. 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. Occasionally, the ESL teacher is assigned to push in to a student's class, for example, self contained English Language Arts to deliver ESL services.

2. Initial determination of proficiency levels is achieved through the LAB-R and our in house diagnostic writing exams. Annual progress is determined through the NYSELAT and our periodic in house assessment(s). We use the most recent NYSELAT results to place our students in the appropriate class and ensure that they receive the appropriate number of instructional minutes.

3. Content areas are taught in English. Content area teachers consult with the ESL teacher to ensure that differentiation takes place. ELL support includes translations, word walls, visuals, and leveled readers. Other scaffolds include buddy systems between ELL and native English language speakers and pairing advanced ELL students with beginner ELL students in content area classes. ELL students have access to NYS content area Regents exams in English and their native languages, as appropriate. Content area course work is also supported during ESL class. Professional development is given to staff members to ensure they are familiar with best practices for teaching ELLs. Each staff member is notified about the ELLs in his or her class and their English and native language levels.

4. This year we intend to conduct informal assessments to determine the native language levels of our ELL students. We will have students read text in their native language and explain their understanding of it. English speaking staff will review the same text in English or a native language speaking staff member will review the native language text to assess the accuracy of the students' responses.

A. Programming and Scheduling Information

5. Differentiation is a key part of our ELL instructional model. The curriculum for each ESL level is designed to meet the degrees of listening, speaking, reading and writing competencies articulated in “Description of Proficiency Levels,” The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language, Albany, NY: The University of the State of New York, State Education Department, Office of Bilingual Education, 2004, pp. 3-12.

Our instructional strategies for ESL focus on the achievement of communicative competence (speaking, listening, reading and writing), vocabulary building, and phonetics. This year, we are revising thematic units that encompass skills and materials for each ESL level.

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 differentiate homework and assessment appropriately.

b. Newcomers are given extra attention in the ESL classroom. We use a buddy system so newcomers can work closely with more advanced students who speak the same native language. Additionally, their content area teachers receive teaching support from and regular check-ins by the ESL teacher about how each ELL student is progressing. Automotive offers in house 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. In addition, they receive extra grammar, word work and reading instruction. Read 180 is also used for these students.

d. Long-Term ELLs receive instruction similar to that received by native speakers, with a focus on preparation for Regents exams and graduation. English Regents prep is delivered to students with intermediate and advanced proficiency levels. Students at this point are usually proficient in speaking but may need extra support in reading and writing. We continue to teach reading strategies and the 6 + 1 Writing Traits, as well as test-taking strategies. At the same time, students are completing meaningful projects to hold their interest and strengthen skills.

6. The ESL teacher uses the same grade level materials, instructional and differentiation (described above) strategies for ELL-SWDs as she uses for her ELL general education students. She scaffolds and modifies the materials and strategies to ensure the mandates of each child’s IEP are met. Currently the few ELL-SWD’s whose IEP mandates bilingual instruction are given ESL services because, at this time, we do not have the mandated minimums for a bilingual program. (If the minimums are reached the school will create a program.) Their IEPs are made available to the ESL teacher so she is aware of the students’ special needs, including their language needs.

7. Each student is programmed individually to ensure his or her academic needs are met. As a result, each student follows the most efficient path for him or her to graduation that meets or exceeds common core standards. Our ELL-SWD students’ programs are reviewed at least annually to ensure that these students are placed in the least restrictive environment based on the mandates of their IEPs.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

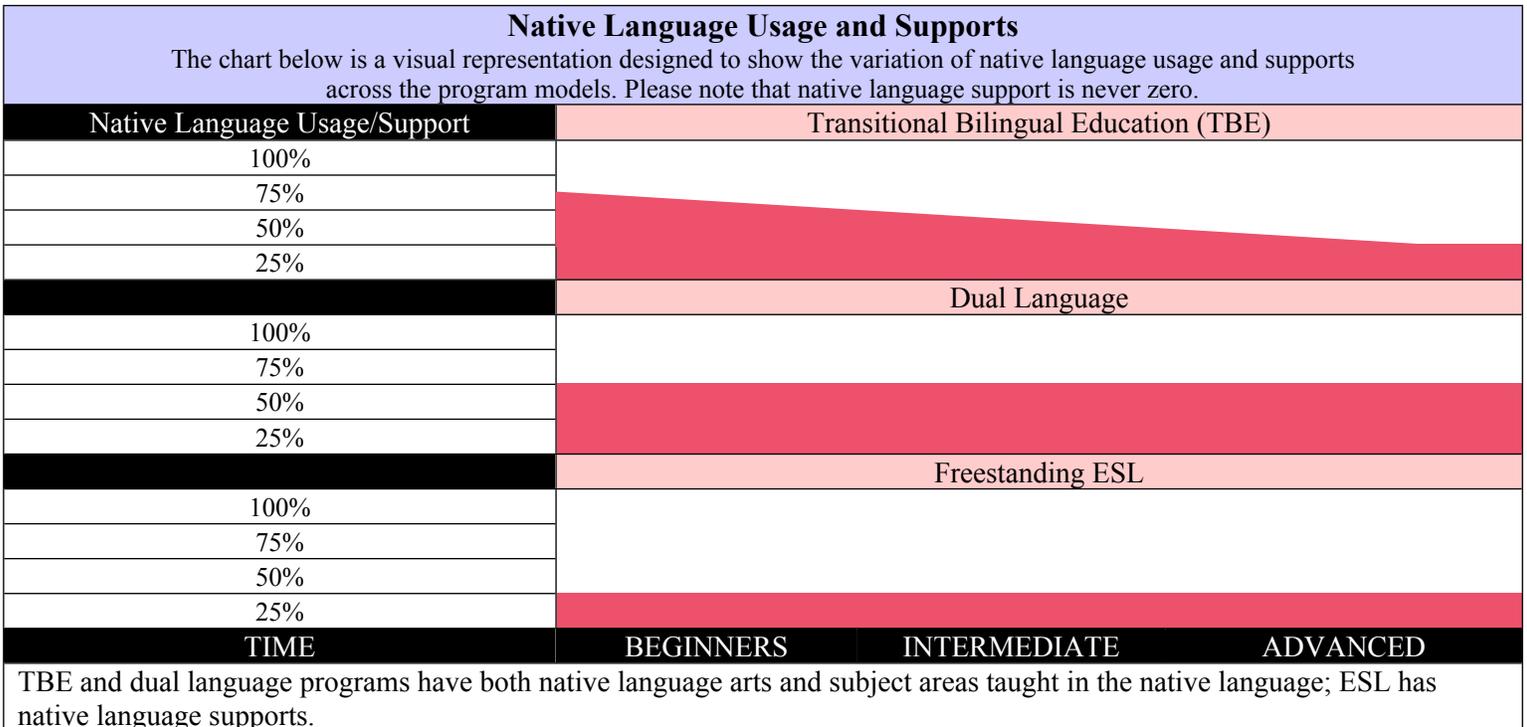
| Class/Content Area | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts | 0 | | |
| Social Studies: | 0 | | |
| Math: | 0 | | |
| Science: | 0 | | |
| | | | |

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

B. Programming and Scheduling Information--Continued

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

8. The ESL teacher 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 ESL teacher frequently collaborates with content area teachers on classwork and projects. ELL support includes translations, word walls, visuals and leveled readers. Other scaffolds include buddy systems between ELL and native English language speakers and pairing advanced students with beginner ELL students in content area classes. Content area course work is also supported during ESL class. ELL students have access to NYS content area Regents exams in English and their native languages. 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 they are offered in Spanish.

9. Regular classwork targets all the areas tested on the NYSELAT (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. Current and former ELL students receive extended time to take their NYS Regents exams.

10. Currently we anticipate no new programs.

11. The "Farm to Table" program is continuing and will be open to ELL's, but it is not designed specifically for the ELL population this term. This is because of low numbers of participation last year.

12. Our school offers football, soccer, wrestling, baseball, handball, volleyball, basketball, marching band, hi hop jazz band, archery, cooking club, gardening, ping pong Spanish club, SAT prep, tutoring, and more after school programs. Like all students, ELLs are welcome and encouraged to attend. The ESL teacher reviews and describes school programs with the ELL students in class. She also connects them with the teachers or staff members leading programs for which ELL students express interest.

13. Dictionaries (English and bilingual), Rosetta Stone, Read 180, various materials from suppliers such as New Reader's Press, books in native languages, books on cd and tape, and more are all used to help ELLs learn.

14. A buddy system is used, pairing advanced students with a beginner or intermediate student. Buddies speak in their native language to clarify lessons, readings, etc. They sometimes translate written materials into their native language or work together to translate written materials in their native language to English.

15. Yes. We have a variety of materials for all ages and grade levels that focus on literacy support and cover different genres of text and grammar.

16. N/A We have not had any newly enrolled ELLs before the beginning of the school year.

17. There are no native language electives, but ESL students can take English Language Arts electives taught by licensed English teachers.

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?

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 common planning time focused on curriculum development that includes literacy strategies and interventions for 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. The ESL teacher provides professional development about ELL compliance and instructional strategies twice a year at faculty conferences to teachers, counselors and other staff who work with ELL students.

2. The ESL teacher meets with and consults other teachers, staff and guidance counselors to ensure we are assisting ELLs (and other students) with any difficulties they have transitioning from middle school to high school). Our college office also provides teachers and students information about graduation requirements and college scholarships that cater to ELLs.

3. Each year we search for ELL resources offered by NYCDOE and other professional development providers related to content areas and provide teachers with them. In addition, our content area teachers meet regularly during common planning time. Among other things, they discuss and review differentiation strategies to help not only our ELL but also, our native language students, such as chunking and other methods to unwrap texts. We continue to provide teachers with Read 180 training. Records of training are maintained in the files of the Assistant Principal , ESL.

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, Parent Teacher Conferences, and workshops held during the year on subjects, including "How to Help Your Child Pass Regents," and other issues. Last spring, parents of incoming 2011 freshman attended the Automotive Expo to acquaint themselves and their children with the school and its services. ELL parents are invited to all events. Native language school employees are available to assist ELL parents.

2. Many additional activities involving parents take place through our partnership with Good Shephard Services, which operates an extensive Crossroads program and more in the building.

3. Parents' needs are evaluated in a variety of ways, including feedback from parent meetings and events, counselor notes of parent contact and requests, and surveys. The school does not have a parent coordinator at this time.

4. These programs and workshops provide parents with opportunities to acquaint themselves with their children's programs, curriculums, paths to graduation and to learn other information relevant to their children's' educations. They also give parents a voice about the services that Automotive provides students. We strive to send notices to parents in their native languages and native language school employees are available to assist ELL parents at functions.

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) | | | | | | | | | | 5 | 1 | 1 | | 7 |
| Intermediate(I) | | | | | | | | | | 9 | 5 | 2 | 1 | 17 |
| Advanced (A) | | | | | | | | | | 3 | 3 | 3 | 1 | 10 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 9 | 6 | 2 | 34 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | | | | | | | | | 0 | 0 | 0 | 0 |
| | I | | | | | | | | | | 3 | 1 | 0 | 0 |
| | A | | | | | | | | | | 5 | 3 | 2 | 1 |
| | P | | | | | | | | | | 9 | 5 | 4 | 1 |
| READING/ WRITING | B | | | | | | | | | | 5 | 1 | 1 | 0 |
| | I | | | | | | | | | | 9 | 5 | 2 | 1 |
| | A | | | | | | | | | | 3 | 3 | 3 | 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 |

| NYS Math | | | | | | | | | |
|---------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

| New York State Regents Exam | | | | |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 1 | | 1 | |
| Integrated Algebra | 26 | | 5 | |
| Geometry | 2 | | 1 | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | 2 | | 1 | |
| Living Environment | 13 | | 2 | |
| Physics | | | | |
| Global History and Geography | 2 | | | |
| US History and Government | 21 | | 3 | |
| Foreign Language | 5 | | 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) | | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | |
| ELE (Spanish Reading Test) | | | | | | | | | |

| Native Language Tests | | | | | | | | |
|-----------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| 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.

1. Each student is assessed in reading and writing. We use the AGS Reading Level Indicator to assess instructional and independent reading levels. We conduct regular writing assessments, grading them for the 6+1 traits. Also, we conduct grammar assessments. These assessments show us that our ELL students, similar to many of our native language students are reading far below grade level. Our ELL students grade at a 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 school's instructional plan because we understand the importance of literacy for our students. We teach reading strategies in all content areas and use Read 180 with our ELLs. We use our writing assessment results to better understand with which traits students need the most help, and we focus on those in mini-lessons.

2. Last year 23 students took the NYSESLAT. Six moved up two levels and 14 moved up one level. The data patterns reveal that our students are much stronger in speaking and listening than they are in reading and writing. Five students who scored advanced overall on last year's NYSESLAT scored proficient in listening and speaking but advanced in reading and writing. Of eight students who scored intermediate overall, three scored proficient, three scored advanced and two scored intermediate in speaking and listening. All eight scored intermediate in reading and writing. The one student who scored beginner overall, scored advanced in speaking and listening but, beginner in reading and writing. No newcomers enrolled at Automotive last year or this year so no LAB R data has been compiled for this time period.

3. In the classroom, the ESL teacher, as well as our content area teachers, places 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 (though they may have a Spanish or other native language copy on their desk). ELLs often take Regents several times needing more time to familiarize themselves with the process and materials. Similar to our native English speakers, passing content area Regents exams is a challenge.

b. The Periodic Assessments developed by teachers help to shape our instruction. The ESL teacher as well as content area teachers review periodic assessments during common planning time and with their Assistant Principals, and plan interventions based on the results. These assessments help inform us about upon which writing traits and reading strategies to concentrate and with which grammar our ELL students need the most help.

c. The school continues to emphasize reading strategies, especially in the content areas. We offer literacy PD to the entire staff, and have

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Automotive High School

School DBN: 14K610

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|------------------------|----------------------|-----------|-----------------|
| Caterina Stanczuk | Principal | | 10/11/11 |
| Valerie Acerra | Assistant Principal | | 10/11/11 |
| | Parent Coordinator | | 10/11/11 |
| Jennifer Kessler | ESL Teacher | | 10/11/11 |
| | Parent | | 10/11/11 |
| Lisa Murphy Special Ed | Teacher/Subject Area | | 10/11/11 |
| | Teacher/Subject Area | | 10/11/11 |
| | Coach | | 10/11/11 |
| | Coach | | 10/11/11 |
| | Guidance Counselor | | 10/11/11 |
| | Network Leader | | 10/11/11 |
| | Other | | 10/11/11 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 14K610 **School Name:** Automotive High School

Cluster: CFN 563 **Network:** New Visions

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

Part A: Needs Assessment Findings

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

In order to conduct our needs assessment for written translation, we reviewed the home language summary report from ATS to determine the home languages represented in our school. We then correlated that list with our list of students in need of ESL services to determine those students and families most in need of written translation services. From this preliminary information we determined that most of our ESL students had parents who spoke Spanish. We discussed the results of this preliminary review of the data with our ESL teacher to correlate our statistical results with her practical experience.

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.

After a review of the data we determined that a major need for written translation services and oral interpretation existed within the school for Spanish. Furthermore, it was agreed that increasing parental involvement in the school was a major priority. Thus our native language school employees or a translation service arranged through the New York City Department of Education (DOE) translate important school notices, announcements and invitations which are sent to parents in English and Spanish. We have funds set aside in Galaxy to translate correspondence to other languages, as needed. Our native language school employees are available at school events to provide oral interpretation in English, Spanish, French and Italian. We also set aside funds in Galaxy to arrange for outside interpretation services through the DOE, as necessary. Our written translation and oral interpretation services insure all parents are informed and ELL parents do not shy away from parent-teacher conferences, PTA, IEP meetings, School Leadership conferences, workshops and other school activities due to a perceived inability to communicate in English.

Part B: Strategies and Activities

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

We provide written Spanish translations of important school notices, announcements and invitations to native language Spanish parents of ELL students. In addition, our native language school employees and translation services arranged through the DOE are available to translate documents to other languages, as needed. These communications also inform parents that interpretation services can be available to assist them during school conferences, workshops and activities. These translation services encourage increased parental involvement by facilitating communication among parents, teachers and other school personnel.

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.

Native language school employees and translators arranged through the DOE can be available to assist parents during school conferences, IEP meetings, workshops and activities. These interpretation services encourage increased parental involvement by facilitating communication among parents, teachers and other school personnel.

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>.

We provide written Spanish translations of important school notices, announcements and invitations to native language Spanish parents of ELL students. These communications also inform parents that translation services can be available in other languages as needed and that interpretation services can be available to assist them during school conferences, workshops and activities. Providing such services encourages increased parent involvement by facilitating communication among parents, teachers and other school personnel.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|---|--------------------------------|
| Name of School: Automotive High School | DBN: 14K610 |
| Cluster Leader: Rubain Dorancy | Network Leader: Alexis Penzell |
| This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school *After school *Saturday academy <input checked="" type="radio"/> Other: |
| Total # of ELLs to be served: 34 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 *9 *10 *11 *12 |
| Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 5 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Tutoring

The focus of our Direct Instruction Supplemental Program is Regents preparation and content area tutoring. As shown in our LAP, ELLs have trouble passing their Regents and often have to take an exam several times before passing it. They also have difficulty in their content area classes such as, history and science, because of the amount of content covered, the size of the class, and the vast amount of content-specific vocabulary.

Last year, we ran a similar Supplemental Program and had success; all students who attended ELA tutoring passed their ELA Regents. Students are grouped based on their needs. Students taking a certain Regents exam are grouped together in a tutoring session for that subject's exam, for example, U.S. History, Living Environment, Algebra, English Language Arts, and so forth. The sessions are also open to students who are enrolled in a class but are not necessarily taking the Regents in that subject during the next immediate testing period. Tutoring groups are not larger than eight. Tutoring sessions run 4 days a week for the 5 weeks before the Regents testing period. Sessions will also run once a week during the rest of the year.

The language of instruction is mostly in English, with the possibility of instruction in Haitian Creole for Algebra. Automotive recruits 5 content area teachers and one certified ESL teacher for tutoring. Each content area teacher will receive professional development in strategies for teaching ELLs. Small group size will help to make the instruction more meaningful to students. If needed, the ESL teacher will also attend content area sessions.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

The ESL teacher goes off site for Professional Development, including intervisitations with other schools which have large ELL populations. She attends ELL focused conferences, such as "English Language Learners and the Common Core Standards" offered by the New York City Department of Education on Election Day, November 8, 2011.

The ESL teacher develops and delivers professional development to content area teachers. This year she will deliver professional development to the entire staff at two faculty conferences and run two professional development sessions for the content area teachers who participate in our Supplemental Program. Two of these sessions will be held; one before each six week tutoring period begins. Each one will be two hours long.

Topics to be covered include strategies for teaching ELLs key terms, breaking down reading passages,

Part C: Professional Development

test taking methods, study skills, etc. Key literacy strategies will also be taught. Jenny Kessler, our ESL teacher, provides the professional development to the staff and teachers at Automotive. She attends professional development offered by the New York City Department of Education.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parent engagement activities include celebrations such as dinners and award ceremonies. We celebrate attendance at tutoring sessions, improvement in content area classes and passing the Regents exams. Students are more motivated to attend sessions knowing that their efforts are recognized by teachers and their families. Recognition and celebrations by families support our students' learning efforts. Parents are regularly informed of their child's tutoring schedule and why the extra help is so important.

Calls to parents are made and letters sent to homes in both early December and mid-May, advising parents that tutoring is starting and of the schedule. Calls are also be made at least once a week while the Supplemental Program is in effect reminding parents of the tutoring schedule and offerings for the week, and advising them whether their child has been attending. Celebratory and informational dinners will take place February 3rd, May 4th and June 22nd. Parents will be notified by phone calls and letters. Engagement activities are organized and provided by Jenny Kessler.

Part E: Budget

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

Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|--|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | \$7,234.05 | 5 teachers x 2 hrs/day x 5 weeks x 2 Regents sessions = 100 hrs tutoring 100 x 49.89 (persession with fringe) = \$4, 989.00 1 teacher x 2 hrs/wk x 10 wks = \$997.80 PD 3 hrs prep + 2 hr sessions x 5 teachers = \$1,247.25 |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum | | |

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|--------------------|--|
| development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | \$2, 670.64 | Supplemental materials for beginner ELLs including tools and books for literacy development, writing growth, vocabulary, glossaries, and support in content areas. |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | \$1295.31 | Supplies for award and informational dinners for parents - food, certificates, trophies, etc. Two community building field trips per year for ELLs - tickets to Statue of Liberty or Rock Climbing Club. |
| TOTAL | \$11,200.00 | |