



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: AUTOMOTIVE HIGH SCHOOL

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

PRINCIPAL: CATERINA LAFERGOLA-STANCZUK

EMAIL: CLAFERGOLA@SCHOOLS.NYC.GOV

SUPERINTENDENT: **AIMEE HOROWITZ**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Caterina Lafergola-Stanczuk	*Principal or Designee	
Joseph Seidel	*UFT Chapter Leader or Designee	
Alissa Diallo	*PA/PTA President or Designated Co-President	
Gloria Perez	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joseph Puntino	Member/	
David Olesh	Member/	
Vanessa McClaney	Member/	
Ava Hinton	Member/	
	Member/	
	Member/	
	Member/	

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

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Continue to develop curricula to include rigorous Common Core aligned units and tasks that consistently include critical thinking skills, evidence based discourse, and higher order work products to cognitively engage all students. (page 5 SQR)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- **The Administrative Team will collaborate with the faculty and Teacher Center liaison to create codified curricula in the English, Global History, American History, Algebra, Living Environment, and CTE that are aligned to Common Core Learning Standards and NYC Instructional Expectations.**

Instructional strategies/activities

- A Curriculum Team will be created that will include members from the English, Social Studies, Math, Science, CTE, ESL, and Special Education departments. This team will be responsible for either creating new curricula or adjusting purchased curricula to address the learning/socio-emotional needs of the student population. A facet of the work for this team will be to create Instructional Units of Study that are built around specific Performance Tasks.
- Inquiry Teams that are content based will convene a minimum of twice per week during Common Planning time to review student work stemming from the aforementioned Units of Study.
- The Curriculum Team supported by Content Inquiry Teams will develop, administer, and analyze the results of a minimum of two Instructional Units, which include multiple performance tasks that are aligned to Common Core Learning Standards.
- Content Inquiry Teams will create unified assessments that will be administered on a six week rotation.
- Content Inquiry Teams supervised by Supervisory Assistant Principals will review the results of Performance Tasks and assessments in an effort to identify and close gap areas.
- Content Teams will be overseen by Supervisory Assistant Principals but facilitated by Teacher Leaders and supported by the Teacher Center Liaison.
- Content Teams will be established by October 2012.
- The Curriculum Team will be established by February 2013.
- Codified curricula in each of the aforementioned content areas will be approved for use by June 2013.
- The curricula will be implemented beginning September 2013.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- Tax Levy monies will be used to fund the Curriculum Team in the form of per session. Content Inquiry Teams that meet during CPT will be supported by Tax Levy monies.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- **Deepen the level of instruction so that lesson and tasks consistently engage students in critical thinking that extend opportunities for all students to learn and achieve at high levels. (Page 5 SQR)**

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Improve teacher effectiveness by developing a shared understanding of effective, rigorous instruction.

Instructional strategies/activities

- The Principal initiated Professional Goals conversations with all members of the school community. (Sept./Oct. 2012)
- Mid-Year and End of Year Goals conversations are scheduled accordingly. (Feb./May 2013)
- The Administrative team contracted with Common Core Institute to deliver targeted Professional Development on the integration of Common Core Learning Standards into naturally occurring curriculum. Five sessions would be delivered over the course of five weeks during PD Wednesdays. (Nov./Dec. 2012)
- The Administrative team contracted with Teachscape to deliver targeted Professional Development on the Danielson *Framework* as means to support a common vision of effective instruction that will result in improved student outcomes. (Jan. 2013 – Jan. 2014)
- The Administrative team working in collaboration with the Teacher Center Liaison implemented a year-long cycle of observation with a focus on gathering evidence on the implementation of strategies and best practices gleaned from Professional Development into naturally occurring curriculum. (Sept. 2012 – June 2013)
- All teachers are observed a minimum of four times formally and six times informally during the course of the year. Pre and post observation conferences are conducted in an effort to engage in accountable talk about best practices. Observation reports reflect movement toward goals and the implementation of recommendations for growth. (Sept. 2012 through May 2013)
- Weekly Professional Development created by an SBO is organized to address the varying needs of teachers based on their years of service and their observed pedagogical strengths. (Sept. 2012 through May 2013)
- The Teacher Center Liaison works directly with teachers that have been U-Rated and are new to teaching in an effort to build capacity on effective, rigorous instruction through inter-visitation, lesson review, team teaching, and/or modeling. (Sept. 2012 through May 2013)
- Teachers and the Administrative team are encouraged and supported in attending Professional Development outside of the school that will help foster movement toward school-wide goals. (Sept. 2012 through May 2013)
- A dedicated College Advisor, who will be assisted by RESERVISTS and CUNY support staff, will work collaboratively with all stakeholders to improve students' understanding of College and Career Readiness.
- The dedicated College Advisor supported by the RESERVIST and CUNY support staff will support students in reviewing transcripts, FAFSA, and the like.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy Title IA Title IIA Title III Set Aside x Grants Other-describe here: _____

Service and program coordination

- The above referenced initiatives and programs were supported by Tax Levy and a one-time allocation made to Turnaround schools. The Teacher Center Liaison was hired using monies from the Turnaround allocation. Common Core Institute and Teachscape were funded by tax levy money via OTPS.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- **Improve the use of varied assessment data to inform instructional adjustments, analyze student performance, target instruction to students' areas of weakness, and apprise students of next learning steps. (Page 5 SQR)**

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Increase Regents passing rates for first time test takers by 15% compared to 2012 in Global History and 10% in English by June 2013. Increase Regents passing rates for first time test takers compared to 2012 by 5% in Algebra and Living Environment by June 2013.

Instructional strategies/activities

- Implement a uniform testing policy. Assessments will mirror the Standardized State Examinations in both scope and sequence and will be created via the collaboration of grade level, content based inquiry teams.
- Benchmark assessments will be administered in late September 2012. Data from said assessments will be reviewed by teacher teams during CPT and used as a starting point to align curricula.
- Assessments, which will mirror the skill sets and content necessary for success on the core Regents examinations (Global History, American History, Living Environment, Algebra, and English) will be administered every six weeks beginning in November 2012.
- Data from uniform and teacher based assessments will be used to revise curricula in an effort to close gap areas.
- Uniform mid-terms and final examinations will be administered each semester following the assessment philosophy listed above. (Nov. 2012/Jan. 2013 March 2013/May 2013)
- Mock Regents will be administered in April/May 2013. The exams will mirror both length and rigor of Standardized State Examinations in an effort to build stamina and increase exposure prior to the June testing period.
- Data from the Mock Regents will be used to program students for targeted test support. (April/May 2013)
- The Administration will contract with Bell Curves to support students in learning test taking techniques that will support outcomes on Regents and unified exams. (January 2013)
- The Administration will contract with The Academic Advantage to offer students after-school help that is targeted to areas in which students experience academic challenges.
- An SBO was conducted and approved in order to offer students extra help immediately following instruction two days per week in an effort to proactively address possible areas of concern. (October 2012)
- Families and students will be apprised of student progress every three weeks using Progress Reports and Report Cards effective September 2012.
- A uniform grading policy, which was implemented in September 2013 will be used to ensure consistency of student evaluation across content and grade.
- Purchase educational software (Achieve 3000, Castle Learning, APEX), which will support students in improving outcomes on State exams.
- Selected teachers, which meet specified criteria, will be hired to support the monitoring of Asynchronous learning, facilitated by educational software (Achieve 3000, Castle Learning, and APEX). A minimum of one teacher per core content area will be hired to support and monitor student outcomes using our Blended Learning model.

Budget and resource alignment

- Indicate your school's Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title IA Title IIA Title III Set Aside X Grants Other-describe here: _____

Service and program coordination

- Outside contractors, Bell Curves and The Academic Advantage, will be funded using Priority School Grant monies.
- Per Session to support the monitoring of student outcomes using Blended Learning platform.
- Educational software including but not limited to Achieve 3000, Castle Learning, and APEX.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- No recommendations were made in this area.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

- | | | |
|--|---|--|
| <input type="checkbox"/> 5.2 Systems and partnerships | x | <input type="checkbox"/> 5.4 Safety |
| <input checked="" type="checkbox"/> 5.3 Vision for social and emotional developmental health | | <input type="checkbox"/> 5.5 Use of data and student needs |

Annual Goal #4

- To decrease Principal's Suspensions by 7% when compared to 2012 and Superintendent's suspensions by 5% when compared to 2012.

Instructional strategies/activities

- Contract with Counseling in Schools to support recidivist students. (Feb. 2013 – June 2013)
- Guidance Counselors to loop with students for their high school career. (Sept. 2012 – June 2013)
- Continue partnership with Good Shepherd Services to ensure that incoming Freshmen and current Sophomores and Juniors that have been identified as At Risk are given additional emotional and social support. (Sept. 2012 – June 2013)
- Hire a Social Worker to manage and support students requiring mandated counseling. (Dec. 2012 – June 2013)
- Continue to develop the Student Government by hiring a COSA and creating a Leadership class. (Sept. 2012 – June 2013)
- Implement a Peer Mediation program. (Sept. 2012 – June 2013)
- Create and sustain a Youth Development Suite and Team that will meet bi-monthly to discuss areas of concern and develop practices that proactively address student behavior and socio-emotional growth. (Sept. 2012 – June 2013)
- Create and sustain multiple extra-curricular activities that are student generated. (Sept. 2012 – June 2013)
- Celebrate students' academic and socio-emotional successes following each marking period as well as throughout the school year where appropriate. (Sept. 2012 – June 2013) – this will include but not be limited to capacity building school trips.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

- Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Monies secured via the one time Turnaround grant will be used to pay for the Social Worker.
- Tax Levy monies will be used to support celebrations and activities via OTPS. Extra-curricular activities will be funded via Tax Levy.
- Achieve Now monies will be used to fund the contract with Counseling in Schools.
- Trips (Great Adventure and Washington DC) will be used to build student capacity and improve culture and tone in the building.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- **No recommendations were made in this area.**

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Increase communication with students, parents, and families.

Strategies to increase parental involvement and engagement

- Hire a Parent Coordinator to support communication between school and families. (Sept. 2012)
- Organize and implement monthly Coffee Talk meetings open to parents and families and facilitated by the Principal. (Sept. 2012 – June 2013)
- Purchase flat screen televisions that will stream school events, news, dates, and other pertinent information throughout the school day. (December 2012 – June 2013)
- Communicate with parents in an effort to proactively support student outcomes via a new Parent Outreach policy. (Oct. 2012 – June 2013)
- Increase the number of Progress Reports and Report Cards to three per semester as compared to two per semester in 2012. (Sept. 2012 – June 2013)

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Parent Coordinator will be hired using the one time allocation to Turnaround schools.
- Televisions and computers will be purchased via OTPS Tax Levy monies.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Literacy Block using Balanced Literacy approach.	Specially programmed class using small group, individual, and whole group instruction.	Ten periods per week during the school day. One hour and twenty minutes of support after school.
Mathematics	Castle Learning	Individual and small group instruction.	During the school day and after school.
Science	Castle Learning	Individual and small group instruction.	During the school day and after school.
Social Studies	Castle Learning/Thematic approach	Individual, small group, and whole group instruction	During the school day and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated Counseling Rites of Passage	One on One instruction. Small group instruction.	Services provided during the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Interview questions are formulated in an effort to elicit alignment to the School's Mission and Vision.
- Interview questions are formulated to identify whether or not prospective teachers have interests and experience that can be used to create and sustain extra-curricular opportunities for students.
- New Teachers are assigned a mentor in an effort to support them through the various challenges that can seem overwhelming in the first year of teachers.
- The Danielson group has been contracted in an effort to support teachers, both new and veteran, in an effort to build capacity.
- Teachers that have demonstrated strength in the classroom and the ability to interact positively with students have been offered leadership positions within the building.
- A Teacher of the Month is awarded to two teachers (one male one female) at monthly Faculty Meetings.
- Accomplishments of teachers and support staff are featured in the Principal's Weekly, which is distributed weekly.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. 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 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

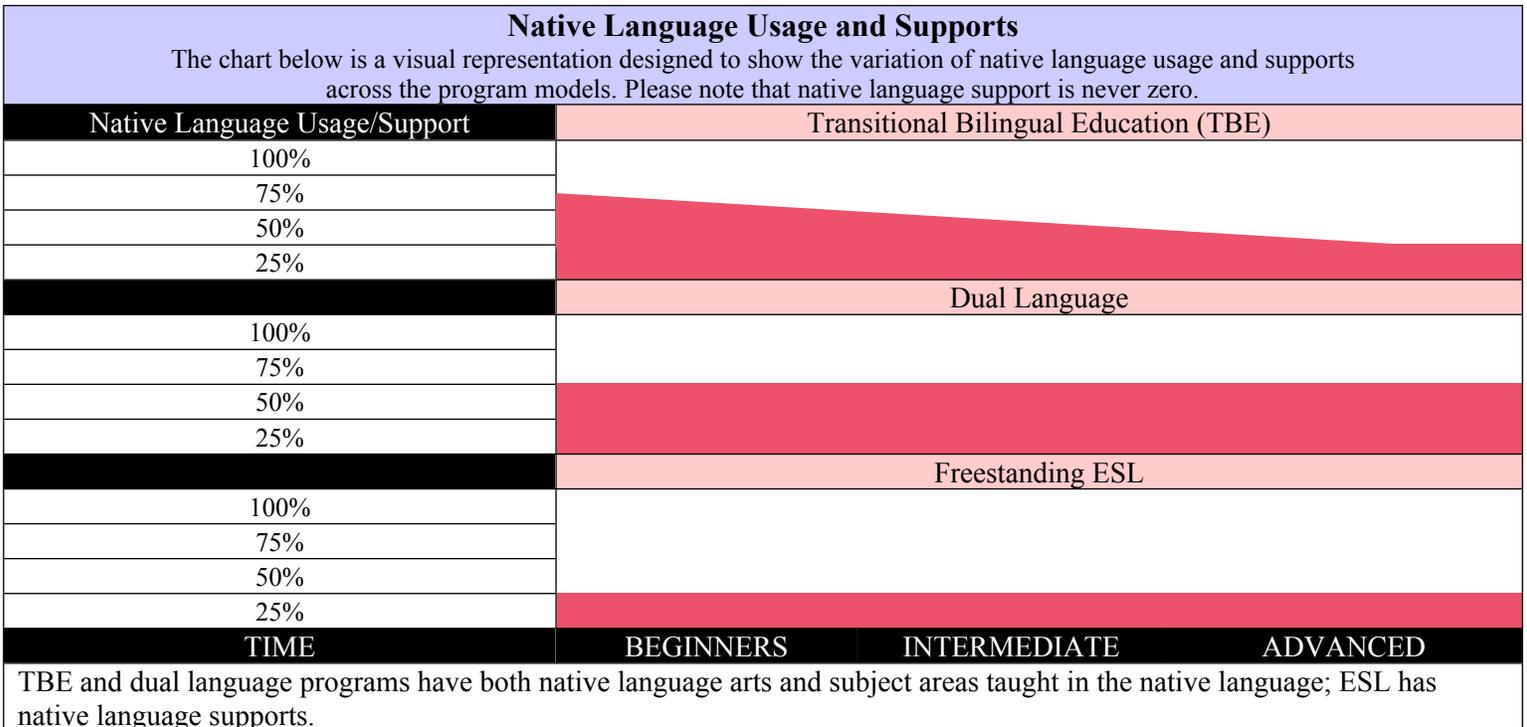
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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				
Native Language Arts	0				
Social Studies:	0				
Math:	0				
Science:	0				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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?
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?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Currently, we do not offer a dual language program.

D. Professional Development and Support for School Staff

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

1. ELL personnel participate in weekly 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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)								
Chinese Reading Test								

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

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

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 Assitant 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 hung posters with reading strategies in most classrooms to build a common vocabulary. We are hoping this will improve results on content area Regents exams.

6. Because we have a relatively small number of ELLs, it is possible to track them individually. The ESL teacher , as well as guidance counselors, conduct regular review of transcripts, progress reports and report cards of ELL students, and intervene when needed. We also carefully watch our graduation rates of ELLs and track them using DOE tools such as Progress Report and ARIS. We assess and act every year, making changes based on our results and the changing population of our students.

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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Automotive High School	DBN: 14k610
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 36
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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: The focus of our Direct Instruction Supplemental Program is Regents and NYSESLAT preparation, content area tutoring, and the provision of additional credit bearing content area classes held during the evening for students, particularly those who have already failed them, to take to graduate on time. 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. Our after school and Saturdays programs seek to remedy this reality.

In our Direct Instruction Supplemental Program, students are grouped based on their needs. Regent's preparation sessions are also open to ELL students who are enrolled in a class but are not necessarily taking the Regents in that subject during the next immediate testing period. Tutoring sessions are scheduled two days a week after day classes and on Saturdays for the 5 weeks before the Regents testing period. In addition, credit bearing academic classes are held four evenings a week during the academic year, as a supplement to students' day schedule, in order to support students in graduating on time.

The language of instruction is mostly in English. Automotive recruits at least 3 content area teachers and one certified ESL teacher for tutoring. Each content area teacher will receive professional development in strategies for teaching ELLs. A certified ESL teacher will also participate in content area sessions, directly or indirectly, as appropriate and necessary. The ESL teacher will assume responsibility for preparing students for the NYSESLAT.

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, for example, she attends ELL focused workshops, such as those offered by the QTEL core study institute, and ELL focused conferences offered by the New York City Department of Education. The ESL teacher turns professional development to content area teachers. This year she will deliver professional development to them by department during their common planning time periods or Wednesday afternoon workshops

Part C: Professional Development

when necessary and appropriate.

In addition, a certified ESL teacher will provide at least two professional development sessions for the content area teachers who participate in our Supplemental Direct Instruction Program. Two of these sessions will be held; one before each five week tutoring period begins. Each will be one or more hours long. Topics to be covered include strategies for teaching ELLs key terms, breaking down reading passages, test taking methods, study skills, etc. Key literacy strategies will also be taught.

A certified ESL Teacher or professional, will meet with English teachers after school and during school breaks to review and research curriculum for our beginner, intermediate and advanced ELL students that aligns more closely with the CCLS and City wide expectations. The curriculum will be used in our Direct Instructional Program.

Our supervisory team will provide support, resources and training to our ESL teacher throughout the school year, including but not limited to after school workshops two Wednesdays a month for lesson, unit and curriculum planning.

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 award ceremonies and information sessions. We celebrate attendance, 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. Parents are regularly informed of their child's tutoring schedule and why the extra help is so important.

In addition, this year our parent engagement activities include efforts to recruit parents of ELL students to serve with staff on various school committees, such as, the School Leadership Team, and the Parent Teacher Association. We will also organize parent conferences and phone calls regarding graduation requirements and students' academic performance

Calls to parents and letters sent to homes were made and sent in the fall and the spring, advising parents the start date of Our Direct Supplemental program. Similar contact will be made in the spring. Calls are also made at least once a week while the Direct Instructional Supplemental Program is in effect reminding parents of the tutoring schedule and offerings for the week, and advising also whether their child has been attending. Award ceremonies and informational sessions will take place November, February, March and June. Parents will be notified by phone calls and letters.

Engagement activities are organized and provided by a certified ESL teacher, a supervisory assistant

Part D: Parental Engagement Activities

principal, our parent coordinator, and our guidance counselors.

Part E: Budget

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

Allocation Amount: \$11,200.0

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 	\$6,265.12	<p>Saturday sessions: 4 teachers x 5 Saturdays x 3hrs per day x 2 sessions = 120 hours x \$48.89(per session with fringe) = \$ 5,866.00</p> <p>1 hr of prep x two sessions x 4 teachers = \$399.12</p>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	x	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$4,934.88	10 laptops
Educational Software (Object Code 199)		
Travel		S
Other		
TOTAL	\$11, 200. 00	