



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: AUTOMOTIVE HIGH SCHOOL
DBN (i.e. 01M001): 14K610
Principal: CATERINA LAFERGOLA-STANCZUK
Principal Email: CLAFERGOLA@SCHOOLS.NYC.GOV
Superintendent: AIMEE HOROWITZ
Network Leader: ALEXIS PENZELL

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Caterina Lafergola-Stanczuk	*Principal or Designee	
Joseph Seidel	*UFT Chapter Leader or Designee	
Sharice Harris	*PA/PTA President or Designated Co-President	
Vanessa McClaney	DC 37 Representative, if applicable	
Shaquan Moody	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Melany Coronado	CBO Representative, if applicable	
Dorette Brown	Member/ Parentt	
Ana Cepeda-Anderson	Member/ ParentSCQRt	
Tanisha Hunter	Member/ CSA Representative	
Morgan Riley	Member/ Teacher	
Samantha Silverman	Member/ Teacher	
Evelyn Peterkin	Member/ Parent	
Dorrett Brown	Member/ Parent	
Iliana Mendez	Member/ Parent	
	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section

	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 14K610

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	420	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	21	# SETSS	6	# Integrated Collaborative Teaching	22
Types and Number of Special Classes (2013-14)					
# Visual Arts	13	# Music	N/A	# Drama	N/A
# Foreign Language	18	# Dance	N/A	# CTE	51
School Composition (2012-13)					
% Title I Population	65.3%	% Attendance Rate			75.0%
% Free Lunch	74.0%	% Reduced Lunch			7.1%
% Limited English Proficient	5.3%	% Students with Disabilities			29.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			61.8%
% Hispanic or Latino	32.6%	% Asian or Native Hawaiian/Pacific Islander			2.6%
% White	2.1%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.22	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			6
% of Teachers with No Valid Teaching Certificate	1.9%	% Teaching Out of Certification			30.5%
% Teaching with Fewer Than 3 Years of Experience	29.6%	Average Teacher Absences			6.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	56.0%	Mathematics Performance at levels 3 & 4			31.7%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			45.4%
6 Year Graduation Rate	63.8%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	No			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
Our 2012-2013 SCEP was primarily anchored in supporting student growth and increasing teacher capacity.				
Describe the areas for improvement in your school's 12-13 SCEP.				
Our 2012-2013 SCEP would be improved by including a greater degree of increasing parent involvement.				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
Many of the barriers and challenges that we encountered by implementing our school's 12-13 SCEP resided in a lack of funding.				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
We successfully implemented the majority of non-fiscal related components of our SCEP.				
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes		No
If all the goals were not accomplished, provide an explanation.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?		Yes	x	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Many of the implementation challenges regarding our 2013-2014 SCEP can be attributed to lack of funding.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
Describe how the school leader(s) will communicate with school staff and the community.				
School leaders will communicate with school staff and the community via our google website, our family newsletter, frequent phone blasts, letters, and Pupil Path.				
Describe your theory of action at the core of your school's SCEP.				
The theory of action at the core of our school's SCEP is that children come first.				
Describe the strategy for executing your theory of action in your school's SCEP.				
All of our decisions and academic decisions are guided by our desire to increase student outcomes and increase students ability to interact positively in a social setting.				
List the key elements and other unique characteristics of your school's SCEP.				
The unique element of our school's SCEP is our focus on youth development.				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
Our current staffing is somewhat skewed in favor of youth development. We currently have two guidance counselors, a college counselor, a social worker, and two CBOs devoted to supporting youth development.				

Goal and Action Plan #1 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

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)

Review Type:	SQR	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.

X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

The Administrative Team will collaborate with the faculty and Teacher Center liaison to engage in inquiry work in the areas of 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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Inquiry teams will be created that will include members from the English, Social Studies, Math, Science, CTE, ESL, and Special Education departments. Teams will be responsible for examining the efficacy of curricula using student work and data as the primary tools.
2. Inquiry Teams that are content based will convene a minimum of once per week during Inquiry time to review and revise the aforementioned curricula.
3. 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.
4. Content Inquiry Teams will create unified assessments that will be administered on a six week rotation.
5. 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.
6. Content Teams will be overseen by Supervisory Assistant Principals but facilitated by Teacher Leaders and supported by the Teacher Center Liaison.
7. Content Teams will be established by October 2013.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, administrative team, coaches, and literature.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Assessments and cycles of student feedback.

D. Timeline for implementation and completion including start and end dates

1. Start – October 2013 and end in June 2013.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The fruits of the inquiry teams’ work will result in a greater degree of variety with regard to student course offerings. Resources that will be used will include but are not limited to utilizing Network Coaching and outside professional development opportunities.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

NA

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT	x	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

- **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)**

Review Type:	SQR	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) 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.

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The Principal initiated Professional Goals conversations with all members of the school community. (Sept./Oct. 2013)
2. Mid-Year and End of Year Goals conversations are scheduled accordingly. (Feb./Mar. 2014)
3. Integrate uniform, differentiated Professional Development around the Danielson *Framework* and CCLS a minimum of three hours per month beginning in September 2013.
4. 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. 2013 – June 2014)
5. Mentor all teachers with less than three year experience.
6. Reduce work load for teachers with less than two year’s experience when feasible.
7. Shift to a cycle of more frequent observation with immediate feedback (verbal, email, or hard copy).
8. 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. 2013 through May 2014)
9. 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. 2013 through May 2014)
10. 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. 2013 through May 2014)
11. Identify and support four teachers in attaining College Board Certification to teach Advanced Placement courses. (July 2013-August 2013).
12. Organize, develop, and conduct a weekend retreat for all teachers to support teaching and learning (October 2013).
13. 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.
14. The dedicated College Advisor supported by the RESERVIST and CUNY support staff will support students in reviewing transcripts, FAFSA, and the like.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, administrative team, numeracy coaches, professional development, teacher center liaison, Talent Coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Mid-year conversations, reviewing students' outcomes on internal and external assessments
D. Timeline for implementation and completion including start and end dates
1. September 2013 through June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. The above referenced initiatives and programs were supported by Tax Levy. The Teacher Center Liaison was secured for an additional year using Tax Levy funds. Tax levy funds were used to support the hiring of a dedicated College Counselor and to fund the training for AP instructors.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
NA										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE	x	PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders			

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
<ul style="list-style-type: none"> 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) 			
Review Type:	SQR	Year:	2013
Page Number:	5	HEDI Rating:	D

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.			
X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
<ul style="list-style-type: none"> Increase student outcomes using local measures, which are aligned to State exams, by 5% from the initial administration in September 2013 to the final administration in May 2014. 	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
A. Strategies/activities that encompass the needs of identified subgroups	
<ol style="list-style-type: none"> 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. Design and implement a uniform pro-active approach to remediation following each progress report utilizing an asynchronous learning platform. 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 September 2013. 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. 2013/Jan. 2014 March 2014/May 2014) Mock Regents will be administered in Dec/Jan. 2013-14 and April/May 2014. 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.
8. Data from the Mock Regents will be used to program students for targeted test support. (February – April 2014 and May 2014 – June 2014)
 9. 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.
 10. An SBO was conducted and approved in order to offer students extra help immediately following instruction one day per week in an effort to proactively address possible areas of concern. (September 2013)
 11. Families and students will be apprised of student progress every three weeks using Progress Reports and Report Cards effective September 2013.
 12. A uniform grading policy, which was implemented in September 2013 will be used to ensure consistency of student evaluation across content and grade.
 13. Purchase educational software (Achieve 3000, Castle Learning, APEX), which will support students in improving outcomes on State exams.
 14. 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.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, students, administrative team, and Network support.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Review of data from assessments and grade reporting

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Special testing calendar, double period Global course for incoming freshmen

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

NA

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

No recommendations were made in this area.

Review Type:	SQR	Year:	2013	Page Number:	5	HEDI Rating:	E
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.

	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

- To decrease Principal's Suspensions by 5% when compared to 2013 and Superintendent's suspensions by 5% when compared to 2013.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item

must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Contract with Counseling in Schools to support recidivist students. (Sept. 2013 – June 2014)
2. Contract with Maurice Ashley to support the integration of a Chess program (Sept. 2013 – June 2014)
3. Guidance Counselors to loop with students for their high school career. (Sept. 2013– June 2014)
4. 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. 2013 – June 2014)
5. Continue to develop the Student Government by hiring a COSA and creating a Leadership class. (Sept. 2013 – June 2014)
6. 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. 2013 – June 2014)
7. Create and sustain multiple extra-curricular activities that are student generated. (Sept. 2013– June 2014)
8. Celebrate students’ academic and socio-emotional successes following each marking period as well as throughout the school year where appropriate. (Sept. 2013 – June 2014) – this will include but not be limited to capacity building school trips.

B. Key personnel and other resources used to implement each strategy/activity

1. CBOs, guidance counselors, teachers, administrative staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Monthly safety meetings to review safety data, weekly meetings with CBOs, meetings with guidance staff, and CoSA.

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. . Students will be programmed for CIS sessions weekly.
2. Chess Program will be available to students during all lunch periods and after school three days per week (Monday, Wednesday, and Thursday).
3. GCs caseloads will be determined and reviewed bi-annually – September and January.
4. GSS caseload will be determined and monitored collaboratively. Students will be assigned counseling sessions during lunch and attached to physical education classes.
5. COSA will meet with Student Government weekly,
6. Room 215 will be allocated to the Youth Development Team. There will be a dedicated secretary and the Social Worker will be assigned to this suite.
7. The school budget will cover the per session necessary to support extra-curricular activities.
8. The school budget will sustain monthly and quarterly celebrations and trips for students.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

NA

Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

X	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
X	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
X	PF Positive Behavioral Management Programs	PF RTI	X	PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

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

Review Type:	SCEP	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) 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.			
X	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 Increase communication with students, parents, and families

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> Organize and implement monthly Coffee Talk meetings open to parents and families and facilitated by the Principal. (Sept. 2013 – June 2014) Parent Coordinator will disseminate a monthly news bulletin for parents. (Sept. 2013 – June 2014) Communicate with parents in an effort to proactively support student outcomes via a new Parent Outreach policy. (Oct. 2013 – June 2014) Continue the cycle of Progress Reports and Report Cards to three per semester as compared to two per semester in 2012. (Sept. 2013 – June 2014) Log parents onto Pupil Path to keep them abreast of student progress in real time. Organize and implement seasonal celebratory events to build community. College Counselor will send out a monthly newsletter to parents in an effort to keep them abreast of post-secondary events. (Oct. 2013 – June 2014)
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers and administrative team.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Monthly discussions with parents.
D. Timeline for implementation and completion including start and end dates
1. September 2013 through June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> School budget will cover refreshments for monthly Coffee Talk. School resources (printer, copier, postage) will support the dissemination of the monthly newsletter. Parent Portal and school website will support communication with families. School budget will support postage necessary for distribution of Progress Reports and Report Cards. Coffee Talk and PTA meetings will be used to support parents' ability to use Pupil Path. School budget will support celebratory activities. School resources (printer, copier, postage) will support the dissemination of the monthly newsletter.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

NA

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

Increase student outcomes on Regents exams and credit accumulation for first time test takers.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. **Students will be given the opportunity to increase their academic skills via technology based platforms that are aligned to CCLS.**

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. **Technology coordinator, data specialist, teachers, and administrative team.**

C. Identify the target population to be served by the ELT program.

1. All students will be targeted by the ELT program.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century		Tax Levy		Title I SWP		Title I TA		Title I PF		C4E
	Title III		Title I SIG		PTA Funded	X	Grants	X	In Kind		

List any additional fund sources your school is using to support the instructional goal below.

NA

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

Counseling in Schools and Good Shepherds Services

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

CIS is dedicated to working with recidivist students. GSS is dedicated to working with increasing student leadership ability and socio-emotional capacity.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Our ELT program addresses academic growth via asynchronous learning. Our CTE component addresses hands-on learning.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Asynchronous learning after school, Saturday intensives, trips, celebrations, and materials.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Our ELT program will offer students small class size and individualized instruction.

D. Are the additional hours mandatory or voluntary?

	Mandatory	X	Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

N/A

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

Students are monitored and families are contacted to ensure participation.

G. Are you using an ELT provider procured using the MTAC process?

	Yes	X	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

Our evaluation is based on student outcomes in classes and monitoring students' discipline record.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

- 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Participate in professional development administered by the Network and DoE.
- Internal professional development administered by the Teacher Center Liaison.
- Use of Common Planning Time
- Inter-visitation
- Data review to address gap areas.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

NA

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

NA

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are encouraged to respond to surveys, calls for input, and participate in school-level committees, specifically the Academic Policy Committee and the SLT.

TA Schools Only

Use of Program Resources

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

NA

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

NA

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 14	Borough Brooklyn	School Number 610
School Name Automotive High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Caterina Lafergola	Assistant Principal Dr. Tanesha Hunter
Coach type here	Coach type here
ESL Teacher Fiona Coen-Tunca	Guidance Counselor Pamela Foreman
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Vanessa McClanley
Related Service Provider type here	Other Programmer, David Olesh
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	449	Total number of ELLs	34	ELLs as share of total student population (%)	7.57%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <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"/>

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Discrete ESL class										2	2	2	2	8
Push-In										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	3	3	3	3	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	10

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	10	0		10			12			32
Total	10	0	0	10	0	0	12	0	0	32

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										12	7	6	3	28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic												1		1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1	2	1	5
TOTAL	0	0	0	0	0	0	0	0	0	13	8	9	4	34

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Although most of our ELLs are long-term ELLs with strong literacy skills in English and their native language, many of our beginner ELLs and some of our long-term ELLs have low literacy skills in both their native language and in English. Their literacy levels, strengths and needs are regularly assessed by the ESL and Literacy specialist at Automotive high school using a variety of materials.

The first assessment that the ESL instructional team refers to is the NYSESLAT breakdown for all students. This helps us identify which modalities students struggle with, and what kinds of activities need to be practiced regularly with the students in order to increase their skills. For example, many of our ESL students perform lower in reading comprehension and writing skills. As a result, activities that strengthen these skills are focused on, although all modalities are practiced daily in all ESL classes.

In order to incorporate the use of technology, programs like Myon, Castle learning, and Starfall are used to track reading levels for all of the lower intermediate and beginner ELLs. These programs help students stay interested in reading, and help the ESL instruction team group students and further specific language skills and needs.

In addition to data provided by these assessments, automotive high school uses 9th grade ELA benchmark exams for all advanced ESL students, and a custom Benchmark exam for intermediate and Beginner ELLs. The purpose of these exams is to test the four modalities, and student's ELA knowledge.

Some of our ELLs also have IEPs that mandate alternative testing. Teachers of these students in all of their subjects are required to assess these students alternatively. These ELLs receive various forms of assessment to ensure that their IEPs are being met, and that the students are demonstrating evidence of the common core standards in specific subject areas.

The most informative assessment is the combination of the data used in the assessments discussed above combined with daily observations of students motivation, and ability in the various modalities. The ESL team ensures to create a variety of in class activities and homeworks to allow for the students to demonstrate their abilities in the four modalities. This allows for the ESL team to differentiate instruction, and educate the whole child. The ESL team aims to create an environment where students do not feel pressured or insecure, but rather comfortable to explore new and challenging activities that increase their language skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Most of our ELLs have been in the country for several years, and despite their grade level, are intermediate or advanced according to their most recent NYSESLAT report. Currently, we have not received reports for several of our intermediate students, whom the ESL team believe have reached the advanced level. A majority of our advanced students are incoming 9th graders, and are long term ELLs. The ESL team has concluded that these advanced students, along with the few Advanced in the upper grades, are more likely to achieve proficient by the end of this year.

Our few beginners are in 9th, 10th and 11th grade, only one of whom is considered a long term ELL. This information tells us that many of our ELLs are strong in some aspects of mastering a language, such as speaking, listening and basic reading, however they need to be challenged and supported more in the content area classes to help bridge the gap that a language barrier brings. For our long term beginner ELL student, the ESL team has concluded that special testing and learning accommodations need to be met in order to help the student learn. The ESL team is continuing to create various activities with a multitude of materials and technology to enhance the learning experience for our long term ELLs and SWDs.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At Automotive High School, most of our students thrive in listening and speaking modalities, but struggle with reading and writing. As a result, reading independently and reading a variety of works is practiced daily with all ELL students in their ESL classes. In addition, students are asked a variety of comprehension questions by holding academic discussions in class, or via written response worksheet during class time and for homework. These materials are always reviewed and discussed to ensure group understanding.

Writing is also a huge focus for the ESL classes. Students are writing daily either in class or for homework. In addition to this, in order to strengthen knowledge of English grammar and to build self correcting skills, students look at other students writing in writing workshops. This helps students learn from one another, and act with confidence while learning new grammatical material.

In the advanced group, listening and speaking modalities are advanced or proficient, therefore a focus is made on reading and writing in rigorous texts. Students in the advanced group practice reading texts in various content areas and genres, to ensure that

students are being exposed to vocabulary they will need in other classes.

In the beginner group, a focus on all modalities, using various different mediums is used to keep students focused and exposed to English in a multitude of ways. With earliest beginners, flashcards, reading out loud, and reading basic texts is done to help student's pronunciation and apprehension of sight words.

In the intermediate class, sometimes students are broken up to focus on specific skills, where beginners focus on speaking and listening fluency, and more advanced students focus on all four modalities. At other times, when the class is working on a project or reading the same material, groups are formed with students of various levels. This is to expose beginner's to the more advanced learner's knowledge, and to expose students to one another's learning styles.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The pattern throughout the intermediate proficiency varies, however most students despite their proficiency level or grade, need support in reading and writing in English. Within the intermediate group, there is a wide variety of proficiency levels and modality strengths. A vast majority of our Advanced students are incoming freshman, who need support in strengthening their reading, writing and in a few cases, pronunciation skills. Within the beginner subgroup, students need strong support in literacy and pronunciation of basic words in English.

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 copies in their native language are made available for them where possible). 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 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. Periodic assessments tell us that our ELLs need continued support in literacy. This means providing several interventions and designing lessons that help students learn how to read various genres of material closely. Books, translated materials, lists of cognates, and other materials when available are offered to students during classes, assessment and as supplemental materials. The idea being that students need to build on their knowledge of their first language.

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. In addition to this, the ESL team designs activities to get students comfortable with a variety of difficult texts and activities incorporating these texts.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

A child's first language is one of the most important factors considered in targeting specific language skills, grouping students for activities, choosing materials to work with, and deciding how the information will be delivered. Where a student should be in terms of his or her second language development depends on a myriad of internal and external factors effecting the child's educational experience. Student's first and second language development are always considered when tracking student's growth in literacy and conversational skills, because they help explain how and why a child is performing the way s/he is. Records of formal and informal assessments are kept of each ELL in the building by the ESL team, analysis of this data is done in comparing where the child's peers perform at. When considering how a child is performing, knowledge of their educational experience, their home life, their place in the school community, their literacy level in their first language, and their overall motivation is considered before comparing it to where the child's peers are performing at that level.

Content teachers are provided with glossaries, dual language dictionaries and Professional development designed to support them in supporting their ELLS. When possible, content teachers translate their exams and materials for ELLs. Emphasis in the content and the ESL classroom is on building English vocabulary and communicative skills, therefore scaffolding and dual language materials are imperative.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The primary evaluation of our ESL program is determined on student growth within the modalities of the NYSESLAT, the ESL periodic assessment and the baseline assessments taken by ELLs in other classes. In this area it is simple, if students have developed their reading, writing, speaking and listening skills in English, there should be an improvement in June on all assessments taken by the students compared to their assessments in the beginning of the school year.

In addition to these assessments, regents examinations are looked at by the ESL team to see how student's English abilities are affecting the child's ability to perform well on the regents exam. Students are encouraged to come to after school tutoring either with a content teacher or the ESL teacher to provide extra support for ELLs taking regents examinations.

The ESL and the academic advisory committee will track progress of how ELL students are performing outside of the ESL classroom. Students assessment growth and grades will be looked at throughout the year to determine where students might need extra support from the ESL team.

In addition to this, the ESL team regularly communicates with parents, coaches, counselors, and other school staff members who interact with ELLs on a regular basis outside of the classroom. This is to ensure that all staff members are on the same page, and to check in to see how the student is interacting with his/her peers/school environment. Automotive high school is fortunate to offer students unique learning experiences, internships and extracurricular activities. Many of the ELLs are involved in the Automotive program, a sports program and an extracurricular activity. Therefore, the ESL teacher regularly communicates with these staff members to help support the ELLs so they can have a richer high school experience.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At Automotive high school, we have very few newcomer ELLs. In the event that we receive a new student from outside of the DOE, or a student who a teacher or other staff member believes might be struggling with the English language because s/he is an English Language Learner, The ESL teacher, Ms. Coen-Tunca and Assistant Principal, Dr. Hunter are notified by the staff member. An informal interview with the student will be administered by the ESL teacher or Dr. Hunter.

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 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 ESL teacher.

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.

When a new admit comes to our school who is an ELL, the ESL teacher will invite the parents in for a conference with the student, their guidance counselor and the ESL teacher. This meeting will be set up by staff members via email. At this meeting, all three available programs will be outlined for the family. The family will watch a DOE orientation video that outlines each program. The program that is currently available at Automotive high school will be outlined for the family. At that point, a discussion about the families wants and needs will occur between the guidance counselor, ESL teacher and Translator if needed. In

the event that the parents request a bilingual or transitional bilingual program, their name's will be put on the waitlist for these programs. In the event that a family requests information about other schools with bilingual programs, that information will be provided for the family. This entire process, excluding the event that a child be transferred to a different school, usually takes no more than one week to ten days from the initial admit.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

The Assistant Principal, Literacy teacher and ESL teacher issue entitlement letters, Parent surveys and Program selection forms. The Assistant Principal 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 Conferences in the fall to ensure that the surveys, selection forms and letters are completed and signed. In the event that parents are not responsive to phone calls and letters home, counselor and support staff are asked to assist in bringing parents in for meetings about the student's program. A copy of all documents are kept in the ESL teacher's classroom and periodically reviewed for follow-up.

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.

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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

After the examinations and teacher training materials have arrived. Teacher training will be administered to faculty members to help administer the NYSESLAT exam. Two to three training sessions will be held for teachers to ensure they are comfortable administering and grading the NYSESLAT exam. Exam dates will be set for administering the speaking, reading, listening and writing components of the exam, with makeup dates for LTA and frequently absent students. Families will be contacted weeks in advance, a schedule of the test dates will be sent home to families, to ensure that students are aware and ready to come for all portions of the test. Parents of absent students will be contacted in the event a student is absent for any portion of the exam. Students will not take more than one portion of the exam on the same day, they will however take the exam over the course of one week (with the exception of the speaking part, which will take place before the written components).

Grading will take place once all exams are collected within one week of the completion of the exam. In the event that a student does not complete one portion of the exam, even with communication to the parent, the test materials will be graded, and packed up for shipment.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Most of our parents have not chosen a program outside of the free-standing ESL program. This year, one parent requested a Bilingual program for their child. Their name has been put on a waitlist until we reach the minimum number of students necessary to open up a bilingual program. Thus, students who have entered the building as "ESL" remain ESL. Currently, 34 students receive ESL services.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

At Automotive High School, English Language instruction to the ELL population is delivered primarily in a discrete ESL environment. Students of similar English proficiencies are grouped in the same classes, but are in different grade levels. There are three classes that fall into this category, a mixed group that is taught by the ESL teacher and literacy teacher, a beginner group that is taught by the ESL teacher, and an advanced group that is taught by the ESL teacher. The ESL teacher also pushes into an elective class for four ELL students, three of whom are advanced, to provide support.

In the discrete ESL classes, students are taught in a workshop model with emphasis on practicing the modalities. Depending on the activities, the needs of the students and the objective, students are heterogeneously and homogeneously grouped for differentiated tasks on a daily basis. \

In the push-in elective class, all students are taught in the workshop model, with an occasional lecture given by the primary teacher. ESL students are given supplemental English support by the ESL teacher (reviewing work for students, native language materials and clarifying directions), and depending on the lesson, are grouped separately and given a differentiated version of the task/application.

All ESL students are required to read and write for thirty minutes each night. Their parents are kept informed by the ESL teacher of what is expected of them. A weekly differentiated vocabulary quiz is given to all students to maintain rigor and expand students basic and academic vocabulary. In class, students work on targeted vocabulary and related vocabulary to strengthen this skill. In addition to this, the classes read plays, short stories, poems and other forms of literature to help expand English Proficiency. Grammar units are also taught, with a focus on students working together to strengthen one another's writing and editing skills

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)?

Automotive High School has several special education teachers, ELA teachers, an ESL teacher, a literacy specialist and a speech specialist to ensure that student's various needs in this subgroup are being met. All advanced students have a regular ELA class taught by one of the ELA teachers. Students with IEPs that require smaller class sizes, ICT classes or speech receive those services by the appropriate qualified pedagogues. All beginner and majority of the Intermediate students receive ESL class by both the literacy teacher, and the ESL teacher in a co-teaching environment.

The ESL teacher is programmed to have a three period block each day, where a vast majority of intermediate students meet with her for two of these periods. Beginner ESL students meet with her for the entire three period block. Some students also have IEPs that require they take special classes at specific times, so one or two students might come for one period of the block, or the two later periods rather than the two beginning periods.

This means that each Beginner student receives fifteen 45 minute periods a week, and each intermediate student receives two 45 minute periods a week. Advanced receive five 45 minute periods a week, in addition to five general education ELA classes each week. This schedule ensures that all ESL students receive more than the mandated amount of ESL instruction each week.

Planning by the ESL teacher is focused on similar rotating activities each week, and maintaining a HW list for students to keep up with what they have to accomplish by the end of the week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content areas are taught in English. Content area teachers consult with the ESL teacher to ensure that differentiation takes place on a daily to weekly basis, depending on the needs of the student. 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. The ESL teacher monitors students who are taking a regents, and familiarizes them with online materials in their Native language (when available)

and in English. The ESL teacher also holds after school help sessions specifically for Regents prep using these materials.

Content area course work is also supported during ESL class. Lessons and units focus on reading a variety of texts that pertain to social studies and the sciences, and how to decode and learn from these texts to provide students tools to help them in their content classes.

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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Each year, we 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 members will review the native language text to assess the accuracy of the students' responses. In addition, Benchmark, regents and midterm examinations are given to students in both English and In their native language to assess their abilities in content and in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL midterm, informal regular exams include all four modalities. The ESL benchmark focused on reading and listening comprehension, with an informal component for teacher use that included a speaking and writing component.

Aside from these formal exams, Student are given assessments daily and weekly to assess their abilities in all four modalities. Assessments are modified depending on student ability within the modalities (for example, an advanced group may take a vocabulary quiz, where the small beginner group will have a dictation of vocabulary words) These assessments are designed by the ESL and literacy teacher with the NYSESLAT, NYS English, Global and American History and Government regents and common core in mind. This way, students are being assessed according to the CCSS, and are receiving practice completing activities they will need to complete on various assessments in their high school career. When completing informal assessments, students and teachers share and analyze student responses so students can learn from one another and see where they can improve.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response tFor SIFE students, we offer programs that are user-friendly and circumvent traditional classroom instruction. This includes programs such as Read 180 and MYON. Depending on the student's ability and needs directed in the student's IEP, activities, assessment, HW and mini lesson delivery is modified to ensure that SIFE students can perform to their greatest ability. Currently, we are focusing on interactive ways SIFE and all ELLs can increase their literacy level in a variety of genres. o questions here:

For our newcomers and beginners, we focus on building literacy skills and practice in activities that strengthen skills which will be assessed on test day. Newcomers are given extra attention in the ESL classroom, and are provided supports in their content classrooms. In ESL, We use a buddy system so newcomers can work closely with more advanced students who speak the same native language. Special materials and activities are given to newcomers to build their literacy level, for example, students are given sets of Dolch site words to manipulate, practice pronouncing, and make sentences with.

In Content classes, content area teachers receive teaching support from and regular check-ins by the ESL teacher about how each ELL student is progressing. Leveled texts are given to content teachers with graphic organizers, glossaries, native language dictionaries and translated versions (when possible) to help the newcomer ELLs grasp content. Automotive offers in house assessments, which newcomers participate in whenever possible. There are also regular assessments in class to track their progress. MYON and Read 180 are also used with newcomers to track their reading levels in English.

For our ELLs who have been in ESL for 4-6 years, we focus on building confidence and literacy at grade level, with a secondary focus of giving high exposure to academic language vocabulary. They receive a curriculum similar to that of native speakers on their grade levels, but this curriculum is differentiated with additional supports, and lessons designed to teach decoding and analytical skills. In addition, they receive targeted grammar instruction.

Long-Term ELLs receive instruction similar to that received by native speakers, with a focus on preparation for Regents exams, graduation while continuing to build confidence and literacy at grade level, high exposure to academic language vocabulary . English Regents prep is delivered to students with intermediate and advanced proficiency levels. The ESL teacher offers after school regents prep in English and Social studies, and delivers lessons to help long term ELLs become more successful on these exams. Students at this point are usually proficient in speaking but may need extra support in reading and writing. We continue to teach reading and writing strategies, while providing students with targeted and student based grammar instruction at a more advanced level. At the same time. students are

completing meaningful projects to hold their interest and strengthen skills.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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. In the event that we have an ELL whose IEP mandates bilingual instruction, we would provide ESL services with emphasis on translation when possible 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.) ELLs' IEPs are made available to the ESL teacher so she is aware of the students' special needs, including their language needs

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 every six months 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 *①*

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

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

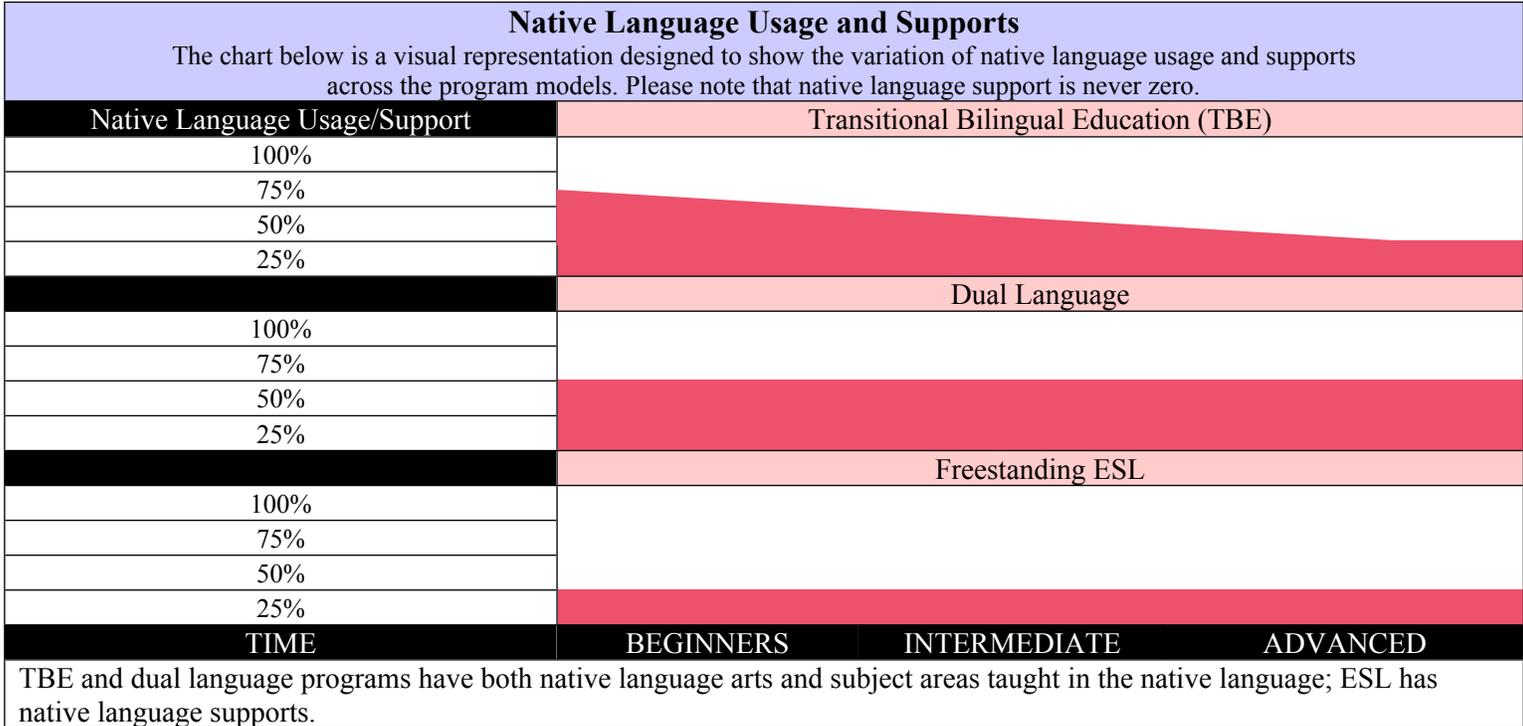
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:	0		
French	4		

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

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

	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

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

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 class work 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our program is effective because of its ability to give attention to the individual student on a complete level. The ESL and Literacy teacher constantly analyze student performance in order to decide how to move forward. Because ELL students have the above amount of necessary minutes each week, the ESL teacher is able to work with the students in various different activities to address multiple intelligences among students. In addition, the ESL team keeps a constant flow and "open door policy" among family members and staff in the school. This way, everyone is on the same page with an ELL's attendance, performance in any subject, and performance in extra curricular activities. This promotes a welcoming and caring environment, which helps students take risks in learning a new language, and keeps them focused on academics.

Outside of the ESL classroom, the ESL teacher communicates frequently with parents and content teachers to ensure that everyone knows how to support the language development and growth of the students. Professional development is also provided to staff about differentiating for ELLs, bringing up ELL literacy and assessment for ELLs. This way faculty and staff are aware of who the ELL population is and how we need to support them.

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

Extending the ESL program and the possibility of creating a bilingual program for Spanish speakers.

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

Currently, we have no programs that we will be discontinuing for ELLs.

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

Our school offers football, soccer, wrestling, baseball, handball, volleyball, basketball, marching band, hip hop, jazz band, archery, cooking club, gardening, ping pong, Spanish club, SAT prep, tutoring, chess, 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.

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

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. All ESL classrooms have access to laptops and a promethean smart board, which is utilized in each lesson. Currently the ESL team is in the process of creating an interactive ESL website for all students to be able to track their assignments and progress.

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

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. In addition, at times students are asked to go back to their native language to explain, clarify and deepen meaning in HW and classwork assignments. Students are encouraged to pick novels in their first language during independent reading and at home.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Materials and curricula are differentiated by interests, student abilities, grade levels and English proficiency. In addition, students are exposed to various levels of texts that they will see in their other classes, in order to promote understanding across content

areas. During independent reading, portfolio building, and personal projects, students are provided a laptop to research texts that interest them. In addition, leveled texts and materials are distributed to students of appropriate levels to promote comprehension and language development.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

The ESL team is committed to helping newly enrolled students and their families meet with one another and other families in the school. Back to school night is a school-wide and ESL-only event, allowing families to meet with one another within the ESL community and within the entire community. In the first weeks of school, the ESL teacher contacts parents to come to a back to school night, where expectations, events and curricula are discussed, in addition to a general meet and greet.

18. What language electives are offered to ELLs?

Currently, Automotive high school offers a state of the art French program using technology such as Ilearn and Rosetta stone. Students are exposed to a variety of materials and technology, and can learn French at their own pace. We plan to offer more languages in the coming years as our program expands and develops.

19. For schools with dual language programs:

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

a. Parents are encouraged to take part in many school activities, including PTA, School Leadership Team, Parent Teacher Conferences, ESL parent night and workshops held during the year on subjects, including "How to Help Your Child Pass Regents," and other issues. ELL parents are invited to all events, the ESL teacher personally calls parents to remind them of events, and encourages students to bring their families. In addition, once a semester a "back to school night" is held for ESL parents only to meet one another and learn about what is expected of them in ESL and their content classes. Native language school employees are available to assist ELL parents.

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

c. 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 ESL teacher communicates to parents weekly when necessary, including updates on HW, how students are doing in terms of attendance and assessment, and to invite parents to teacher conferences and ESL parent night.

d. 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. Translators are used when the ESL teacher must speak with parents if necessary.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. 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. This school year, the ESL teacher will administer PD February 17th and April 21st to the entire staff. Additional dates and sessions are offered when convenient for staff members.

2. At automotive, teachers are expected and encouraged to attend professional developments that pertain to the CCSS, their materials and their implementation. Teachers bring back this information and share during their daily common planning period. Guidance counselors receive PD through our network and from the ESL teacher about supporting ELLs as they transition.

3. 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). The ESL teacher gives lessons on a variety of topics relating to transitioning to college, including applications, SAT/PSAT prep, reading a transcript, and identifying wants/needs for a college/ university. Our college office also provides teachers and students information about graduation requirements and college scholarships that cater to ELLs. Currently, the college office offers a week-long post secondary event, where families learn about a multitude of options for their children after high school.

4. 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. The ESL teacher regularly checks in with content teachers of ELLs to ensure they have materials they need, or if they have any questions regarding a student's performance. The ESL teacher will provide staff PD on differentiation, helping ELLs meet the common core, and how to create/find supplemental materials in content areas for the 2013-2014 academic school year. .

D. Parental Involvement

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

Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 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, with a small percentage of Creole and Arabic speakers. 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, Creole and Arabic. It was agreed that increasing parental involvement in the school was a major priority. Therefore, schedules, important documents, announcements and invitations which are sent to parents have been translated by staff members who speak those languages, or translation has been sought through the New York Department of Education translation Services. 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 and Creole translations of important school notices, announcements and invitations to native language Spanish parents of ELL students. In addition, school employees who speak other languages 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. In addition, school counselors and the ESL teacher provide translation for daily phone calls and communication needs for teachers of ELLs/ students whose parents are limited English proficiency. 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 and Creole translations of important school notices, announcements and invitations to families who primarily speak those languages at home. In the event that a student or family requests information in another language, or it is evident in a meeting/conference that a parent has limited English Proficiency, Translation services will be provided. 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 turn keys 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	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 1 hr of prep x two sessions x 4 teachers = \$399.12
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	