



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

School Name: AUTOMOTIVE HIGH SCHOOL
DBN: (i.e. 01M001): 14K610
Principal: CATERINA LAFERGOLA-STANCZUK

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Automotive High School School Number (DBN): 14K610
School Level: Secondary Grades Served: 9-12
School Address: 50 Bedford Avenue Brooklyn, NY 11222
Phone Number: 718-218-9301 Fax: 718-599-4351
School Contact Person: Caterina Lafergola-Stanczuk Email Address: clafergola@schools.nyc.gov
Principal: Caterina Lafergola-Stanczuk
UFT Chapter Leader: Joseph Seidel
Parents' Association President: Dorret Brown
SLT Chairperson: Jennifer Sandtorv
Student Representative(s): Amary Eaddy and Blue King

District Information

District: 14 Superintendent: Aimee Horowitz
Superintendent's Office Address: -
Superintendent's Email Address: -
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 563 Network Leader: Lorraine Boyhan

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Caterina Lafergola-Stanczuk	*Principal or Designee	
Shannon Lively	*UFT Chapter Leader or Designee	
Dorret Brown	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Amary Eaddy Blue King	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Zola Williams	Member/ Parent	
Ms. Lisa Agostini	Member/ Teacher	
Ms. Jennifer Surage	Member/Teacher	
Ms. Hafiza Mohammed	Member/Parent	
Ms. Paul	Member/Parent	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Automotive HS is a Career and Technical high school. We offer an automotive program, engineering, and law enforcement. Our population is 98% male, 100% of which are men of color. Our mission and vision are as follows:
Mission: Through a committed effort involving students, families, educators, and support staff, we will inspire and support our students in becoming life-long learners, ethical and responsible citizens, and productive members of the 21st century global marketplace. By engaging in both cutting edge technical training and a varied, rigorous curriculum in a safe and nurturing environment our students will be prepared to become independent and critical thinkers. The young men and women of Automotive High School will become masterful in their ability to adapt their behavior to changing situations, make responsible choices, and show respect for themselves and those around them.

Vision:

Automotive High School's unique course of study will help to develop young men and women that are both career and college ready. Each and every one of our students will engage with standards based curricula that will prepare them to make an educated choice about whether they will pursue college and/or a career at the end of their four years at Automotive. Students in our renowned automotive program engage with NATEF based curricula, which is Common Core aligned, and mirrors skill sets necessary for success in the automotive industry. Students in our Engineering and Law Enforcement programs will engage in rigorous, college preparatory curricula, which is Common Core aligned. Whatever their choice, students at Automotive will become productive members of the 21st century global marketplace.

Strategic Collaborations: Counseling in Schools, Good Shepherds Services, Recycle a Bicycle, Ride with Us Foundation, NYC DCAS, AP Expansion Initiative, Metamorphosis Math, Writing is Thinking Through Strategic Inquiry (WiTSI), High School Renewal Initiative Team (HSRI)

Strengths: Strong culture and positive tone, student self-advocacy, self-selected professional development for pedagogues, a host of socio-emotional supports for students, Chess program coached by the first African American Grand Champion, removal from impact lists, integration of AP courses, increased attendance, increase in credit accumulation across grade levels, increase in graduation rate, increase in student performance on Regents examinations

Challenges: low graduation rate (under 75%), low Regents passing rate (under 60% in all subjects), uneven instruction, lack of unified curricula across content areas, uneven inquiry

Highest growth area: The greatest amount of growth was in the area of meeting the needs of all learners and improving school culture and tone.

Key Areas of Focus for 2014-2015:

- Data from the most recent QR and PPR indicate that student outcomes are mitigated by the absence of uniform CCLS aligned curriculum across content areas, which results in a lack of rigor. The dearth of Common Core aligned curricula and corresponding instruction that is rigorous has prompted strategic collaborations with Metamorphosis, WiTSI, and HSRI. The expectation is that work with these organizations will yield a greater more uniform instruction through unified curricula. Ultimately, a key area of focus is the improvement of student achievement, as evidenced by increased graduation rates and increased Regents passing rates.
- The work with Metamorphosis and WiTSI will support the integration of a more inquiry based approach, which when coupled with uniform instruction and Common Core aligned curricula will yield increased student outcomes.

The services provided as part of the Renewal Schools Initiative, specifically, Leadership Coaching, Metamorphosis, WITsi, and the content area coaching delivered by the HSRI team, will support the instructional needs at the school. The assessment period of the HSRI work uncovered a real need for Curricula aligned to CCLS. The vast majority of classes had an enacted curricula that was often internally incoherent and unaligned to CCLS. Additionally, weak pedagogical practices were commonplace across the school. About half of the staff at Automotive High School had been rated either Ineffective or Developing using the Danielson Framework. To address this the HSRI work is organized the following way:

1. The Leadership Coaches, provide 54 days of coaching to facilitate improved Principal practice. (Approximately 1-2 visits per week).
2. The 4 HSRI Content Coaches visit the school at least once per week and provide 1) pedagogical feedback using the Danielson Framework and 2) support in implementing the CCLS aligned Engageny curricula in Math and ELA.
3. The Metamorphosis program, works in tandem with the content coach, to provide deep Mathematical support to the teachers to help them build learning tasks that build conceptual learning for students. These meetings are an ongoing cycle of 6 bi-monthly, all day meetings.
4. WITsi, an approach to increasing student writing skills that uses a team based inquiry model as the structure for introducing the Hochman method of writing, is a systemic year long program where lead teachers have been identified in the 9th grade, that form the core inquiry group that anchors the work. These leads meet bi-weekly, for full day meetings, with the WITsi trainers and the HSRI content coaches to create an arc of inquiry that the teacher teams then execute.
5. The Director of School Redesign, collaborates with the Principal in facilitating an inquiry team comprised of the HSRI coaches, school administrators, and the Leadership Coach. This team weekly, and functions as an instructional cabinet that constantly examines current teacher practice, through classroom visits and student work observations, for the purpose of identifying school-wide patterns and trends and planning how to effectively across the school develop teacher practice. This team also serves to ensure that the aforementioned strands of teacher and school support remain coherent and targeted around the school's instructional focus.
6. The Executive Superintendent, will provide monthly Principal meetings to develop the school leader in his ability to make strategic "renewal" moves at the school to improve student outcomes.
7. In addition to this the school will be provided with transcript audits to help the school program effectively and ensure students are getting the appropriate classes.
8. Further, "Creating a college-going culture" workshops will be provided by the central DOE department of post-secondary college readiness to help the school build a strong college going culture.
9. Online texts, through Myon, will be provided to all students to give them further opportunities to explore additional texts.

14K610 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	388	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	12	# SETSS	3	# Integrated Collaborative Teaching
				25
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
# Foreign Language	5	# Dance	N/A	# CTE
				15
School Composition (2013-14)				
% Title I Population	73.6%	% Attendance Rate		79.2%
% Free Lunch	76.0%	% Reduced Lunch		4.1%
% Limited English Proficient	7.6%	% Students with Disabilities		33.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		60.7%
% Hispanic or Latino	34.3%	% Asian or Native Hawaiian/Pacific Islander		1.7%
% White	2.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.21	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		25.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		7.16
Student Performance for Elementary and Middle Schools (2013-14)				
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 (2012-13)				
ELA Performance at levels 3 & 4	36.2%	Mathematics Performance at levels 3 & 4		29.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	62.5%	% of 2nd year students who earned 10+ credits		68.0%
% of 3rd year students who earned 10+ credits	55.7%	4 Year Graduation Rate		49.3%
6 Year Graduation Rate	68.0%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
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			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
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			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
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	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	N/A
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	N/A

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The most recent QR and PPR indicate the following areas are in need of improvement:

- Data is used by the administration and data specialist, but needs to extend to all stakeholders.
- Need for a greater degree of rigor and support for conceptual understanding.
- Improve student outcomes in a more systemic manner.
- As of September 2014 none of the 9th grade ELA teachers, and only 30% of the 9th grade Algebra teachers were faithfully implementing curricula aligned to CCLS.

The most recent QR and PPR indicates the following areas of strength:

- Structures are in place to foster teacher collaboration.
- Teachers embrace a uniform lesson plan format.

As a result, the following priority needs have been identified:

- Improving student achievement by aligning curricula, with the necessary scaffolds, to Common Core standards to ensure that student tasks are rigorous and content appropriate
- Improving teacher practice around the Danielson components, 1e and 3c.
- Utilizing data from internal and external formative and summative assessments to inform curricular changes thereby student outcomes.
- Ensuring that Common Planning Time is structured, and exists in a supportive environment that facilitates the integration of collaborative tasks that are rigorous in nature and aligned to Common Core standards.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of 9th grader Algebra and ELA teachers will implement curricula aligned to CCLS with academic tasks that emphasize rigorous habits and higher order thinking skills. Prior to this year, there was no coherent , systemic ELA or Math curricula and the enacted curricula was unaligned to CCLS.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • HSRI coaches (4) will provide ongoing professional development to selected lead teachers around CCLS aligned Engageny Math and ELA curricula. This PD will happen within the team structure during Common Planning Time (CPT) and during select Monday PD sessions. The PD will also happen through the individual meetings that occur during the weekly visits. Lastly, ongoing work, three full days during Spring Break, Chancellors Day, and two weeks over the summer, will provide a platform for the continuing work of unpacking the curricula. The school visits by the HSRI coaches will include classroom visits, unit unpacking, and regular feedback. In Math, EngageNY implementation will be supplemented by a seamless partnership between the HSRI coaches and the Metamorphosis Math program. Metamorphosis focuses on implementing pedagogical strategies such as “see, think, wonder” that promote a deep conceptual understanding of Math. Metamorphosis coaches and the HSRI coaches work closely together to develop teachers at the school at the team level. They also conduct Japanese lesson studies to facilitate the learning of best practices across the math department. Metamorphosis conducts six, bimonthly, Math development PD’s, grounded in the EngageNY Math curricula. Similarly in ELA, WITSi, an approach to teaching writing using the Hochman approach, in the context of inquiry, will form a strong partnership with the humanities departments to teach students they need to read and write on grade level. The WiTSI program uses a team based approach. The lead teachers facilitating these teams attend biweekly (full day) meetings, with their respective HSRI coaches, where they learn the strategic inquiry process, the Hochman methods, and are taught team facilitation skills. • The HSRI DSR, has set up, collaboratively with the Principal and 	<p>All</p>	<p>10/2014-06/2015</p>	<p>Principal, Assistant Principals, teachers, coaches</p>

<p>Leadership Coach, an instructional cabinet that uses a sophisticated inquiry model to identify and strengths and weaknesses in the teacher pedagogy and enacted curricula. This team is comprised of the entire HSRI team as well as the Leadership Coach and the school administrators – a total 8 people – and meets weekly for f45 minutes. Each participant works closely with one teacher to support the implementation of CCLS aligned curricula and effective pedagogy. The artifacts of the work, including lesson plans, pacing calendars, student work, and teacher feedback are gathered and archived. The team then assesses the documented teacher work to identify school-wide patterns and trends. Once noted, the team then plans specific individual and collective interventions to specifically teach the identified skills. The following week more documents are gathered to support the ongoing action research. While the team explores the primary question of how to improve teacher practice, the secondary issues of “norming our vocabulary,” “exploring how to craft effective written feedback,” and “establishing coherence across our varied workflow” have proven invaluable as well.</p>			
<ul style="list-style-type: none"> • Pull-out literacy intervention is specifically given on a “as needs” basis and is primarily driven by the SPED department and the UFT teacher center work. Additionally, one on one tutoring is provided after school, 3 days per week, to ensure that student skill gaps are addressed in a meaningful way. • ELT –After school classes and Saturday school afford all students, but especially SWDs, ELLs, SIFEs, and over-age under-credited students, more time on rigorous, Common Core aligned tasks. These provide over 8 hours of additional instructional time per week. • CPT has been created, every 8th period, to support collaboration, creation, implementation, and adjustment of Common Core aligned units and lessons. As a result teacher can collaboratively work together 3 days per week, for 45 minute periods. Twice per week, these meetings are structured tightly around the WITSI and Metamorphosis work. • PD Mondays, created by the recent UFT contract, are aligned to the work of the Instructional cabinet and are planned collaboratively with the PD committee. This committee is staffed by lead teachers and school administrators. The focus of which will be on how to create and deliver Common Core aligned units and lessons that contain clear objectives and rigorous tasks and include various strategies gleaned from Metamorphosis and WITSi. • The Instructional cabinet has helped to focus the cycles of observation and feedback with an eye on ensuring the integration and implementation of Common Core aligned units and lessons that include Metamorphosis and WITSI strategies. 	All	10/2014-06/2015	Principal, Assistant Principals, teachers, coaches
<ul style="list-style-type: none"> • Student work is regularly reviewed in inquiry teams with a focus on ensuring that learning activities are rigorous, aligned to Common Core, and assess students’ understanding and application of Metamorphosis and WITSI strategies. • The AP and Principal will provide support for the ongoing integration of multiple entry points to support SWDs, ELLs, SIFEs, and over-age under-credited students. 	All	10/2014-06/2015	Principal, Assistant Principals, teachers, coaches
<ul style="list-style-type: none"> • The Principal’s monthly Saturday Coffee Talk will be utilized to keep the families informed on the progress towards quality student work that demonstrates alignment to the CCLS. Also families will have the opportunity to share their knowledge on how to improve the learning of their students. • Each Tuesday, for 80 minutes, teachers will engage families in academic conversations about their students strengths and challenges. 	All	10/2014-06/2015	Principal, Assistant Principals, teachers, coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- HSRI coaches one day per week, Metamorphosis coach one day per week, A Leadership Coach 54 days per year, WITSi training on a rotating biweekly (full day) basis.
- Access to the EngageNY and Engage ELA curricula and the relevant materials (texts in ELA)

- Allocations that will support the extensive PD structures which require out of school per diem/ per session expenses

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- Documented classroom observations and collected student work, resulting from CCLS aligned tasks embedded in the curricula, will happen in formal rounds in the first two weeks of February. This evidence will comprise the documentation for success or lack thereof of a CCLS aligned curricula. If 80% of the observed 9thgrade teachers are enacting Engageny with fidelity, as demonstrated by student work and observations, it will be deemed successful.
- Ongoing weekly visits by the instructional cabinet (outlined above), through the structure of their inquiry work, will provide continual opportunities for monitoring curricula implementation and the success of the instructional shifts.
- Specifically we would expect minimally one summative CCLS aligned task at least once per marking period beginning in December 2015 in ELA and Math in the 9th grade. These tasks, and the resulting student work will be archived for documentation.
- Student learning will improve, as evidenced by the credit accumulation rate across the 9th grade.

Part 6b. Complete in February 2015.

3. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
4. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	N/A
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	N/A
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	N/A

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We have devoted the better part of two years to create systems and structures that address and support the socio-emotional needs for our students.

Strengths: Automotive HS has consistent systems and structures for discipline, counseling, attendance and lateness. This has led to a reduction in incidents and suspensions at the school. A well-trained Youth Development staff ensures the building is safe and orderly. (OORS Report)

Challenges: Despite our successes, our over-all approach to youth development remains uneven at times. Especially with regard to practices that occur within the classroom. Our (non-Youth Development) staff requires a greater amount of training on de-escalation to even further reduce the amount of principals and Superintendent’s suspensions and minimize off-task behavior in classrooms.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 decrease the number of Principal’s suspensions by 7% and Superintendent’s suspensions by 5% when compared to June 2014.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • De-escalation strategies are used and practiced across the Youth Development department at Automotive High School. The AP of Security and the Deans have provided ongoing development, during CPT times, to teachers to develop their de-escalation skills. 	All	09/2014-06/2015	Administration
<ul style="list-style-type: none"> • The Principal will contract with Counseling in Schools (CiS) to support the 40 most at risk, court involved, and/or gang involved students. • The Principal will contract with Good Shepherd Services (GSS) to work with identified at risk students (over-age, attendance issues) on supporting socio-emotional development through individual, small group, and large group counseling sessions • The CTE department, supported by school leadership, will create work based learning (WBL) activities to be integrated across grade bands beginning in grade 9 in order to keep students meaningfully engaged. • The CTE department created a Senior Service Shop Mentor/Mentee program where older students work with younger students to mentor them on conflict resolution, academic behaviors, etc. • The school leaders will continue to develop Student Government to support the idea of empowering students' self-advocacy. • The school leaders will continue to develop and implement a Youth Development Team that will meet bi-monthly to proactively address students and potential safety concerns. • Monthly celebrations will be held to positively reinforce students' positive behaviors and outcomes 	All	09/2014-06/2015	Administration/Youth Development Team
<ul style="list-style-type: none"> • Individual, small, and whole group counseling will be provided by the school social worker, CiS, and GSS. • Student to student mentoring will be used to provide students the opportunity to help each other develop positive academic behaviors. • Student clubs such as Café Jam, and the Chess club (founded by the only African American Grandmaster in the USA) will give students the opportunity to excel in nonacademic pursuits. • Access to Work Based Learning based in part on students' behavioral record 	All	09/2014-06/2015	Administration/Youth Development Team

<ul style="list-style-type: none"> Newsletters from Parent Coordinator and the Guidance department will apprise families of workshops designed to support the academic and social development of the whole child. Principal's monthly Saturday Coffee Talk will also provide a platform for her to speak to the school values around culture. Each student will receive six week Progress Reports that will keep the families informed on the strengths and areas for growth for each individual child. 	All	09/2014-06/2015	Administration/Youth Development Team
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Youth Development specialists from CIS and GSS
- CBO partnerships – CIS and GSS
- Work Based Learning budget to facilitate the develop of real world economic experiences for students.
- Mentor/Mentee training for students to ensure the success of the peer mentoring experience.
- All students programmed for a full nine period day
- Counseling services for pull-out during physical education

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Principal and Superintendent suspensions will be measured against SY 2013 totals in January of 2015 and June of 2015. Each measuring should verify that the school remains at least 7% below the Principals suspension rate and 5% below the Superintendent's suspension rate for the previous year.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	N/A
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	N/A
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	N/A

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: Students are beginning to move toward active engagement and being accountable for their academic success, but results are still uneven. **Challenges:** The application of Common Core aligned curricula is uneven both between content areas and within content areas. Teachers use data unevenly and assessment does not inform instruction to the extent that will result in widespread improved student outcomes.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of the 9th grade academic team will engage in structured professional collaboration using an inquiry approach that focuses on student learning, which will result in a 10% increase in 9th graders earning 10 or more credits when compared to June 2014.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 10. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 11. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 12. Strategies to increase parent involvement and engagement 13. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • The HSRI coaches will partner with the WITsi initiative (described in Section 5A) in order to build a strong teacher team structure in the 9th grade. This team will meet twice per week for 45 minutes at a time. The meeting will be jointly led by a designated HSRI coach and the lead teacher. This teacher and the coach will attend biweekly, full day meetings, where they will learn team facilitation skills, become familiar with the Hochman approach to writing, and become experts in strategic inquiry as action research. The WITsi program will provide ongoing development and an arc for the inquiry work this spring. Additionally, each of the core subject area teachers on the 9th grade team, will have a personal HSRI coach as well that is also trained in the Hochman approach to writing and the strategic inquiry process. The coaches will support the teachers and they look at student work and identify student skill gaps and plan curricula and pedagogical interventions at a granular level to raise student skills. The Hochman approach has proven particularly effective for SWD, ELL, and SIFE students. The Coaches will support teacher teams in developing the requisite scaffolds. All the teams action research and inquiry work will be documented both at the teacher and student work levels. 	<p>All</p>	<p>11/2014-06/2015</p>	<p>All personnel</p>
<ul style="list-style-type: none"> • The professional development on Monday will be structured around a team of teachers and school leaders. This team will review the relevant data and school needs to design meaningful differentiated PD's in alignment with the school's instructional focus. • Each 8th period, when the students have lunch, CPT is designated to a be a space for teachers to meet by department to align their pacing calendars and collaborate on lesson planning and task design. These sessions are led by the department leads, who in turn meet regularly with the school leaders and HSRI staff. 	<p>All</p>	<p>09/2014-06/2015</p>	<p>All personnel</p>
<ul style="list-style-type: none"> • Teams of teachers, by department will also engage in learning walks and collaborative lessons studies. The Metamorphosis coaches will work in tandem with the HSRI Math coach to plan lesson studies that will serve as models for the entire Math department. After jointly observing the lesson, the 	<p>All</p>	<p>10/2014-06/2015</p>	<p>All personnel</p>

Math team will jointly engage in a structured protocol to debrief what went well about the lesson and what are areas for improvement.			
<ul style="list-style-type: none"> Each 8th period, when the students have lunch, CPT is designated to be a space for teachers to meet by department to align their pacing calendars and collaborate on lesson planning and task design. These sessions are led by the department leads, who in turn meet regularly with the school leaders. 	All	10/2014-06/2015	All personnel

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- HSRI coaches across the core content areas for weekly support visits
- Metamorphosis coaching (internal) via weekly visits and (external) through six bimonthly “all day” visits
- Wltsi team coaching (external) for three full day seminars on the Hochman writing strategies and internal WITsi coaching for the teacher leads in “all day” sessions on a biweekly basis.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Beginning in February 2015, the ninth grade team will meet two times per week and engage in a cycle of inquiry examining both teacher and student work with the focus of improving teacher practice and student outcomes using the Hochman method of writing as the lever of change. This work will be archived and collected on a weekly basis in a way that categorically documents the work through teacher and student artifacts and team agendas and minutes.
- CTE staff will participate a minimum of twice per week in CPT with their content area team members. The results of this work will be gathered and reviewed in February 2015 with the expectations that teachers will deliver lesson plans, pacing calendars, and units that demonstrate the collaboration.
- Beginning in February 2015, WITSI and Metamorphosis strategies will be embedded a minimum of three times per week across the 9th grade curricula and result in increased student learning as evidenced by high quality student work products. The observation cycle and collections of student work, which will happen weekly in an ongoing cycle, will archive and demonstrate the work.
- 9th grade students credit accumulation, based on a target of 10 credits per year, will improve at least 10% (reaching at least 75%) above last year’s totals of 65%. The term 1 results will be the interim assessment and the expectation will be that 75% or more of the students will have accumulated at least 5 credits by this juncture.

Part 6b. Complete in February 2015.

Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	N/A
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	N/A
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: The school leader has created a safe and organized school. The hallways are quiet and the building secure. Attendance has been consistently rising over the last few years. Additionally the leader has been implementing the Danielson Framework with fidelity and providing calibrated feedback to teachers. The Principal uses the budget strategically to provide for the needs of the school. (Quality Review, School Quality Guide, PPR)

Challenges: While calibrated feedback is provided, teachers need to be developed in a more systematic manner with a clearly articulated belief system about how students learn best. Further distributive leadership structures should be exercised when possible to ensure that the entire staff takes ownership of, and participates in, their own professional learning and development. The school as a whole needs further growth in Danielson 1E. (QR, PPR,)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

*By June 2015 teaching practices (across the majority of classrooms) reflect an articulated set of beliefs about how students learn that is informed by the Danielson **Framework**, which will result in a 10% increase in the number of teachers rated effective in, “1E - Designing Coherent Instruction” when compared to the period of September 2014 through January 2015. Additionally as a result of more effective practice we would anticipate a 10% increase in the percentage of students on track to earn 10+ credits, from 63% to 73% in the 9th grade, from 67 to 77% in the 10th grade, and from 56% to 66% in the 11th grade*

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • The HSRI team will collaborate with the school leaders and community, after analyzing and assessing the instructional practices at the school, to develop an instructional focus that will act as the collective theory of action around improving student learning. The instructional focus created by the school and HSRI team is as follows: <i>“If teachers create and implement measurable instructional objectives that are supported by appropriately scaffolded learning activities aligned to Common Core Learning Standards and include multiple opportunities for students to express their thoughts in writing before engaging in discussion, there will be an increase in student outcomes.</i> This articulated instructional focus, which serves as the common belief at the school, was introduced to the teachers at the beginning of the year and remains the anchor for all the pedagogical and curricula work done at the school. 	<p>Teachers</p>	<p>09/2014-06/2015</p>	<p>Administrative team/coaches</p>
<ul style="list-style-type: none"> • The Danielson Framework, particularly Components 1e and 3c, have informed the instructional focus and are at the heart of the professional development and coaching efforts. As a result professional development, both individual, done through the coaching model described in earlier sections, and school wide, done during Monday PD’s will be targeted to support teacher growth in these areas. The Talent coach, along with the HSRI coaches, will collaborate with school based staff to design these learning experiences. Additionally the ongoing focus of the instructional cabinet’s inquiry work revolves around improving teacher practice with regard to these components. 	<p>Teachers</p>	<p>09/2014-06/2015</p>	<p>Administrative team/coaches</p>

<ul style="list-style-type: none"> The Student's with special needs (SWD's) department, led by a content area AP will focus on improving pedagogy of teachers who educate students with specific needs such as ELL's of SPED's. This support will include specific ICT strategies with regard to ensure that all students have the appropriate scaffolds to complete the objectives and learning activities. This PD will occur during department CPT time on an ongoing weekly basis. The HSRI coach designate to provide SWD support will collaborate with the AP on a biweekly basis. Ongoing observations will be conducted by the AP to ensure strong instructional strategies. 	Teachers	09/2014-06/2015	Administrative team/coaches
<ul style="list-style-type: none"> Ongoing cycles of observation will be conducted by the Principal, AP's and HSRI DSR in order to ensure that teachers are making progress on components 3c and 1e. Follow up one to one feedback sessions, combined with written feedback, will be provided to help support teacher development. 	Teachers	09/2014-06/2015	Administrative team/coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- HSRI coaches across the core areas to provide pedagogical support
- Talent coaches to provide ongoing calibration around the 3B and 1e
- A clear system of organizations to ensure that teachers get regular observations with calibrated ratings and quality feedback

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	x	Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

- School leaders will use the Danielson *Framework's* rubric to observe teacher practice and analyze student learning outcomes, as evidenced by work products and discussions, to improve school-wide instructional practices and implement strategies that promote professional growth and reflection Classroom observations conducted during the Spring semester of 2015 will indicate a 10% increase in the number of teachers rated effective in domain 1E when compared to the Fall semester of 2014
- As a result of more effective practice we would anticipate a 10% increase in the percentage of students on track to earn 10+ credits, from 63% to 73% in the 9th grade, from 67 to 77% in the 10th grade, and from 56% to 66% in the 11th grade, at the end of the first semester.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	N/A
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	N/A
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	N/A
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of D Developing and I Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: Automotive HS’s learning community has created an environment that is welcoming and fosters a feeling of belonging and trust for all stakeholders.

Challenges: Unfortunately, in spite of these efforts, parent involvement has been uneven. In 2013-2014 we did not have a PTA and therefore did not have a legal SLT. In addition, data is not being analyzed and used to improve outcomes in a unified, strategic manner by all stakeholders.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 Automotive High School will run PTA elections and establish a viable PTA that meets the compliance measures dictated by Chancellor’s Regulation A-660.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • PTA Elections will be held in early September after which the PTA Bylaws will be established. Ongoing monthly PTA meetings will be held in accordance with district expectations. The PTA Executive Board meetings will be conducted regularly and board minutes will be recorded. 	All	10/2014-06/2015	HSRI team and Administration
<ul style="list-style-type: none"> • The Division of Parent Engagement will be used to support a more active community and family involvement at Automotive High School. These support sessions will occur at Automotive High School in the first semester of SY 2014. • Mailings and flyers will be distributed by the parent coordinator to families on a monthly basis regarding school events. 	All	10/2014-06/2015	Administration, Parent coordinator, school staff
<ul style="list-style-type: none"> • The school will create a website designed to make information distribution and publication of events readily accessible to families. Community Based Organizations such as GSS and CIS will be utilized to also provide support and counseling services to families. 	All	10/2014-06/2015	Administration/HSRI team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Specify a timeframe for mid-point progress monitoring activities.

- Agenda and minutes that indicate monthly meetings required by Chancellor's Regulation A-660.
- Attendance sheets that indicate monthly meetings required by Chancellor's Regulation A-660.

Part 6b. Complete in February 2015.

Did the school meet the mid-point benchmark(s) in the timeframe specified?

X

Yes

No

If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students' 8 th grade ELA assessment grades, anecdotal data, internal assessments	Levelled readers, integration of e-text (LightSail) that provide students' with text at their individual lexile level, integration of Writing Revolution strategies to support writing from the sentence level. Integration of Flocabulary, Castle Learning, Edmodo.	Small group, individual, one-to-one, whole group	During and after the school day.
Mathematics	Students' 8 th grade math assessment grades, anecdotal data, internal assessments	Metamorphosis mathematics is used to provide students' strategies to develop foundational numeracy skills while building conceptual knowledge.	Small group, individual, one-to-one, whole group	During and after the school day.
Science	Students' middle school science assessment grades, anecdotal data from science classes, internal assessments from science classes	Castle Learning	Small group, individual, one-to-one, whole group	During and after the school day.
Social Studies	Students' 8 th grade ELA assessment grades, anecdotal data from SS classes, internal assessments in SS classes	Levelled readers, integration of e-text (LightSail) that provide students' with text at their individual lexile level, integration of Writing Revolution strategies to support writing from the sentence level. Integration of Flocabulary, Castle	Small group, individual, one-to-one, whole group	During and after the school day.

		Laerning, Edmodo		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students' Youth Development record, anecdotal data, students' age when compared to grade, attendance records	Counseling in Schools, Good Shepherd's Services, school Social Worker, mandated counseling, Youth Development Team	Individual, small group	Before, during, and after the school day

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The integration and monitoring of a robust extra-curricular program, which includes academic supports, CTE enrichment, and a socio-emotional component beginning in October 2014 will result in a 2% increase in 9th grade attendance, a 2% increase in overall attendance, and an increase of a minimum of 3% across grade levels in credit accumulation by June 2015.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

All students are eligible for ELT.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

5. Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
6. Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
7. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
8. Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
9. Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Academic Supports:

- Remediation will be available through direct teacher to student interactions in all content areas.
- Remediation will be available through various technology platforms that speak to the need of our students who are digital natives.
- CTE acceleration will be available through participation in a restoration project.

Extra-Curricular Supports:

- A wide variety of non-athletic programs including but not limited to arts programs, socio-emotional programs, and culturally diverse programs.

Part 2c. Is the ELT program voluntary or compulsory?

X

Voluntary

Compulsory

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Strategically targeted students who are either behind in credit accumulation or Regents passing, approximately 70% of the students, are invited, and automatically enrolled, by the school Data team. Grade Level assemblies are given “passport to graduation” documents that identify what each student needs. Students are programmed for additional classes, targeted credit recovery and course recovery. Any students that don’t show up have their homes contacted by

GSS and CIS and the requisite phone calls are logged.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The Administrative team and teacher leaders oversee the ELT program, which is implemented by licensed pedagogues, and community based partners. The community partners work, collaboratively, with the Administrative team to identify the scope of work that will be delivered to students.

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

- Funds to contract with the GSS and CIS to offer strategic guidance and attendance intervention.
- Ideally the funds and leeway to offer 9 period school day

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

- Oct – June

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century		Tax Levy	x	Title I SWP	x	Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III	x	PTA Funded		Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

14. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
15. Specify a timeframe for mid-point progress monitoring activities.

Progress will be monitored by checking to ensure that student attendance in February is line with year end expectations of a 2% increase in 9th grade attendance, a 2% increase in overall attendance, and an increase of a minimum of 3% across grade levels in credit accumulation by June 2015.

Part 5b. Complete in **February 2015.**

9. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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5. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 8: Title I Program Information

Directions:

6. All schools must indicate their Title I status in Part 1
7. All elements of the *All Title I Schools* section must be completed in Part 2
8. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
9. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
10. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
11. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Currently, our school information sheet, which is inaccurate, indicates that 25.7% of our teaching staff is teaching out of license. The majority of out of license professionals are teachers of Self-Contained special education classes. All of the teachers of these classes have been vetted by the HOUSE process. Four courses in our LEA program are taught by a professional licensed in Special Education who is also an attorney, thus meeting HOUSE criteria. Four courses in our Engineering program are taught by a licensed mathematics teacher, who is also a Civil Engineer, thus meeting the HOUSE criteria. Official details and documentation can be obtained through the DOE HR branch.
The following steps are taken to ensure that all staff is highly qualified: <ol style="list-style-type: none"> 10. Recruit professionals that have dual licenses. 11. Recruit professionals that have the appropriate licenses for any vacancies. 12. Offer professional development to support teachers in maintaining their professional development hours.

2b. 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).
Professional development supporting teachers' ability to unpack CCSS and create multiple entry points for students is ongoing. The work, which is conducted by a combination of Network resources, HSRI coaches, the Teacher Center Liaison, as well as administrative cycles of observation takes place throughout the school day as well as before and after school. Paraprofessionals attend mandatory PD sessions on Mondays. The administrative team engages in professional development that occurs concurrently with the PD for teaching staff.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The MOSL team reviewed the options available to the staff. The Staff was provided PD on the choices by the school leadership and UFT. The Committee then collaboratively selected the assessment they felt best suited their needs. The ongoing assessment results are used to refine curricula and pedagogy.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	309,662	x	12,16,19,24
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	88,389	x	16,19,24
Title II, Part A	Federal			

Title III, Part A	Federal	22,400	x	22,24,29
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,436,205	x	Personnel across the plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Automotive High School	DBN: 14K610
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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	
Total # of ELLs to be served: 28	
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	

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: At Automotive High School there are 28 students that are ELLs, but they are at different ESL proficiency levels in self-contained ESL classrooms separated by proficiency level. Student's arrival in the country ranges from less than nine months, to more than 6 years, as well as born in the States. For the last four years, the ESL population at Automotive High School for 28 ELLs shows a constant need for further support and instruction in two main modalities that of writing and reading. Our annual NYSESLAT scoring indicates that the majority if not all our students show lowest proficiency levels in writing and reading modules. Further more, our students have consistently expressed that US/Global Regents like ELA Regents (all substantial writing-focused assessments) provide the greatest challenge and discouragement towards their final goal of graduation. As a result of this data, we are to create a writing and reading program to be held twice a week on Wednesdays and Thursdays from 2: 30 to 4:30, and on Saturdays from 9:00-1:00 p.m. The program will be open to all ELLs at the school as well as former ELLs for up to two years since passing the NYSESLAT. Therefore the after-school program will consist of writing and reading English instruction, activities, cooperative group editing and publishing of students own writing over the year. Students will be introduced to different primary and secondary texts, literature, and media literacy, which will help them shape critical thinking and writing skills so essential for the new shift in the college and career readiness. The after school program will encourage students to take academic risks and create cultural awareness, learn about immigrant experiences and immigrant achievements in the NYC area. This course will be setting the goal of empowering the student behind the writing and creating an affective component to what they want to publish individually or as a group. The major focus goal of our after-school program is student- writing (and reading), we will be using in class computers (about five laptops and a printer) to type some of the students work as well as to research some of the topics of their choise. We will make the most use of magazines and other important publications to make sure that most of their topics are well informed and researched. We will be partnering with student's parents, who can contribute their own cultural experiences into the classroom and the Historical Society to help us define learning trips to historical sights in New York City (possible markings, Ellis Island, Triangle Shirtwaist Factory, the Empire State Building). The ESL teacher will collaborate with History, Math and Science teachers to provide further ESL support and learning strategies for teaching writing across curriculum. Our after-school program is designed to empower our ELLs and to provide a systematic support in producing writing in most authentic interactive means.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: There will be a number of professional developments that our ESL teacher will be introduced and attending in order to enrich her ESL pedagogy. Some professional developments she will attend are WITSI, LOTE, TESOL and NYSABE, (the dates and specific topics will be focused in writing and reading) Other professional developments will be used as an introduction for the ESL teacher to ELL topics including the regulations that govern ELL education, demographic and performance information, the ELL identification process, and ATS reports for ELLs.

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: The ESL teacher, will continue to communicate with parents via phone and letters in order to ensure full parent cooperation and participation in at least three parent literacy meetings. This outreach will be to support the parents literacy, on immigration, health and first language acquisition topics, in order to maximize parent support at home. The parents culminating activity would be to create a family time line that includes writing, to be presented and shared. The ESL teacher will work with the CBO at Automotive High School to bring parents in for various celebrations in sink with the ESL program and student presentations and activities.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Tot #
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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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	
	ELL	EP	ELL	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
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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	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	
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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:

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

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. [i](#)

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, Students 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 strengthenskills.

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.

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

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

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

Class/Content Area	Language(s) of Instruction

Courses Taught in Languages Other than English

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

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

French	4			

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

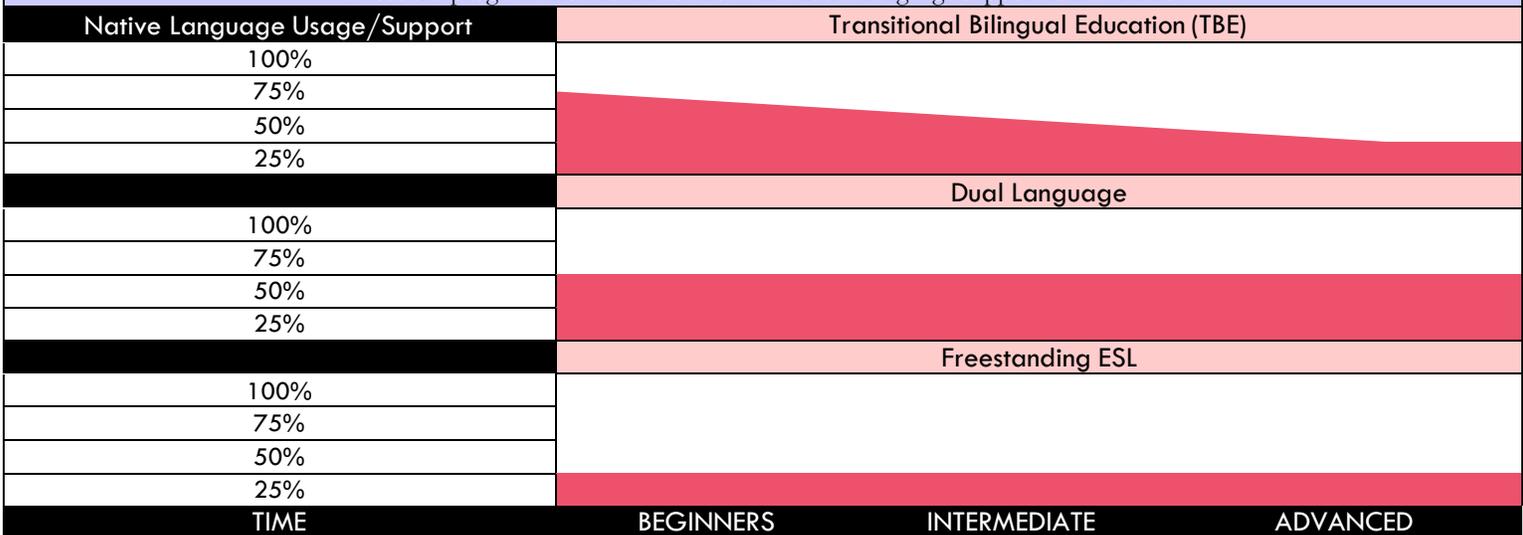
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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.