



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>14K610</b>
<b>School Name:</b>	<b>AUTOMOTIVE HIGH SCHOOL</b>
<b>Principal:</b>	<b>CATERINA LAFERGOLA</b>

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Automotive High School School Number (DBN): 14k610  
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 Email Address: clafergola@schools.nyc.gov  
Principal: Caterina Lafergola  
UFT Chapter Leader: Jeanette Acevedo  
Parents' Association President: \_\_\_\_\_  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
CBO Representative: **Manny DeloSantos**

**District Information**

District: 14 Superintendent: Aimee Horowitz  
Superintendent's Office Address: 15 Ocean Terrace Staten Island, NY 10301  
Superintendent's Email Address: ahorowi@schools.nyc.gov  
Phone Number: 718 420-5657 Fax: 718 420-5677

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: \_\_\_\_\_  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## Section 2: Executive Summary and Organizing Principles

### **The Objective**

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

### **The core values held as essential for the success of the School Renewal Program:**

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

### **The organizing Theory of Action that guides the [School Renewal Program](#) strategy:**

*By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.*

### **The arc of the School Renewal Program strategy:**

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.

- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

The RSCEP will also enable Renewal Schools that were designated as “Out of Time” Priority Schools during the 2013-14 school year to respond to additional state-mandated requirements, including: providing students access to Career and Technical Education (CTE) program offerings at schools in Good Standing; and, mandatory professional development for school leadership and staff.

## Information on the Framework for Great Schools and the DTSDE

### Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

### The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) 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.

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 Framework for Great Schools 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 and Renewal Committees 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 (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is

foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<b>Collaborative Teachers:</b> 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.
<b>Effective School Leadership:</b> 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.
<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<b>Trust:</b> 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 administrators value each other.

### **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, 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 American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

#### **NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for RSCEP Development**

The Renewal School Committee, appointed jointly by the DOE and UFT, shall create the School Renewal Plan to be implemented for the 2015-16 school year, consistent with applicable law, regulations, and applicable collective bargaining agreements and subject to approval by the SED Commissioner.

- **Step 1:** Form the School Renewal Committee consistent with the DOE-UFT agreement regarding the development of the School Renewal Plan for Priority Schools identified as "Out of Time" during the 2013-14 school year.
- **Step 2:** Ensure that a fully formed and functional SLT exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 3:** In consultation with the SLT, conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 4:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 5:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 6:** Revisit the school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 7:** Consult with the SLT, and 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 8:** Update the school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 9:** Complete the Expanded Learning Time (ELT), Community School, Career and Technical Education Program (CTE), and Professional Development Plan sections.

- **Step 10:** 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.

Treat the plan as a living document. Adjust practices 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 3: Renewal Committee and School Leadership Team (SLT) Signature Page**

**Directions:**

- Renewal Committee members must complete **Part 1** of this section.
- School Leadership Team (SLT) members must complete **Part 2** of this section.
- 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.

**Part 1 – Renewal Committee**

**Directions:** As per the DOE-UFT agreement regarding the development of the School Renewal Plan for schools identified as “Out of Time” Priority Schools during the 2013-14 school year, the Renewal School Committee, appointed jointly by the DOE and UFT, shall create the School Renewal Plan to be implemented for the 2015-16 school year, consistent with applicable law, regulations, and applicable collective bargaining agreements and subject to approval by the SED Commissioner. The Renewal Committee will consult with the SLT and provide them with the opportunity to give feedback on the plan. Decisions of the Renewal Committee shall be made by consensus to the maximum extent possible. All Renewal Committee members are expected to sign in this section to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP).

On the chart below:

1. List the names of each Renewal Committee member in the first column.
2. Record the position and constituent group represented in the second column.
3. Renewal Committee members should review this document and sign in the right-hand column in **blue ink**. If a Renewal Committee 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 signature page.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Caterina Lafergola		
Amy Arondell		
Josh Good		

**Part 2 – School Leadership Team (SLT)**

**Directions:** All SLT members are expected to sign in this section to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members’ signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan’s alignment with the school-based budget to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an “X” if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk\*.
4. 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. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Caterina Lafergola	*Principal or Designee	
X	Jeanette Acevedo	*UFT Chapter Leader or Designee	
		*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Manny DeloSantos	Community School Director (staff)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
		Staff/Parent/Other Contributor	

## Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

**Contextual Information:** Automotive High School (AHS) was designated an Out of Time (OOT) school in academic year 2014-2015. As such, it operates under an alternate governance structure, specifically, the Office of School Renewal, which is led by Executive Director, Aimee Horowitz. One component of the Renewal process included the re-hiring of the staff, including the administration. Another component of the Renewal program is anchored in supporting the development of both the teaching and administrative staff via imbedded professional development. The teaching staff receives this support through the integration of instructional coaches in mathematics, ELA, and social studies coupled with external professional development anchored in inquiry, specifically Writing is Thinking through Strategic Inquiry (WITsi), a framework that addresses our students' literacy challenges through targeted inquiry work. AHS's administration is also supported by imbedded professional development in the form of Directors of School Renewal (DSR), monthly meetings where all Renewal leaders convene, as well as WITsi training.

AHS is located in the Greenpoint section of Brooklyn, and is one of the oldest Career and Technical Education (CTE) schools in New York City. Once the premier CTE school in the Department of Education (DoE), AHS has existed for nearly a century and serves a population that is 98% young men of color. Although AHS is the only high school in the 11222 zip code, none of our students live within the zip code. In fact, the average travel time for students at AHS is between 40 and 60 minutes. Students travel from Crown Heights, Bedford Stuyvesant, East New York, Brownsville, and the Ridgewood/Bushwick neighborhoods of Brooklyn, as well as from Manhattan, the Bronx, and occasionally Staten Island.

Our mission, which continues to evolve as our school community evolves, is to equip our students with the academic, social, and emotional skills required to be college and career ready including intellectual curiosity, personal responsibility, and the confidence to succeed. Our partnership with Counseling in Schools (CIS) has helped our young men to develop a more refined understanding of what it means to be both men and citizens. Moreover, our partnerships with the Greater New York Dealers Association (GNYADA), New York City Fleet Services (NYCFS), Recycle-a-Bicycle (RaB), and Citibike have developed our young men's understanding of service and labor.

**Beliefs about Student Learning:** AHS students are resilient and hungry to learn, however, their desire for the latter is often hampered by negative academic experiences as well as socio-emotional challenges that work in opposition to the lessons that they are taught in school. In this vein, our learning community is committed to supporting our students in achieving self-determination as well as academic success through an individualized approach to education punctuated by a variety of structures that support their academic and socio-emotional needs. Moreover, we believe that a key lever to school improvement, specifically in the area of student outcomes, resides in giving students choice and making learning relevant. We accomplish this end by remaining true to the foundation on which our school was founded, "manhood, service, labor, and citizenship".

Our collective belief is that when educators, families, and community groups work collaboratively to support learning, students tend to stay engaged, stay in school longer, and become active participants in their educational experience, as opposed to being passive recipients. AHS provides a welcoming environment for all members of our learning community, including families and visitors, by ensuring that everyone is treated respectfully and that all voices are heard. AHS is a learning community where students are known as individuals, receive personalized counseling, both academic and socio-emotional, and have the opportunity to engage in instruction that is anchored in inquiry, problem solving, and relevant, real world tasks. Moreover, students are given the opportunity to reflect on their academic

successes and challenges as well as their socio-emotional experiences. Reflection, in our estimation, is the heart of learning. Our goal, therefore, is for our students to construct the knowledge, skills, and habits of mind necessary to succeed both at AHS as well as in their post-secondary endeavors, which will ultimately support their success in the 21st century global marketplace.

**Special Student Populations:** AHS population is comprised of a student body that is 98% male and 100% young men of color. The education of young men, specifically young men of color, requires instruction that is anchored in relevance and disseminated by instructors that value inter-personal relationships. In addition, the young men at AHS are primarily visual and kinesthetic learners, which indicates that instructional methodology must be anchored in these modalities in order to engage learners.

Approximately 15% of AHS's incoming students are over-aged, which signals that these students have experienced academic and/or socio-emotional challenges prior to coming to AHS. Educating these students requires their re-engagement as well as consistent positive reinforcement in order to support increasing their confidence. The methodology for achieving this end is ensuring that data is used to identify strengths and challenges and that scaffolds, which reflect the data are integrated into the naturally occurring curriculum with which the students will engage.

Ninety-eight percent of the students at AHS enter 9th grade at Levels 1 and 2 in both literacy and numeracy. Thirty-three percent of students at AHS are classified as students with disabilities (SWDs) and approximately 8% are classified as ENLs. These data points indicate that the implementation of grade level curricula must be adjusted to meet students where they are while incorporating the appropriate level of rigor to support student growth.

**Historical Successes and Challenges:** AHS, which has historically been identified as an "Impact" school, has traditionally struggled with creating a culture and tone conducive to teaching and learning. The challenge in this realm was and continues to be two-fold, creating and sustaining a supportive environment and developing and implementing rigorous instruction. The former is an area of success at AHS. Our learning community has made great strides in improving the culture and tone of our building by creating, implementing, monitoring, and revising rituals and routines for all stakeholders. In addition, emphasis has been placed on developing relationships between students and faculty/support staff and between students.

The latter represents a continued challenge. Specifically, instruction at AHS has existed in the absence of a coherent curricula that is implemented with fidelity in all content areas. Moreover, the isolationist approach to instruction, which was pervasive though has been an area of focus, was punctuated by the absence of well-defined teacher teams that utilized inquiry to support student outcomes. Our learning community recognized this deficit and took steps to correct this concern, which resulted in another area of celebration. Specifically, in 2014-2015 a group of teachers were identified and tasked with spearheading a grade level inquiry team anchored in WITSi. This team, which began their work in earnest in February 2015, will serve as an exemplar for all grade level and departmental teacher teams moving forward.

Notwithstanding, instruction continues to remain a challenge. Prior to the re-organization, the challenge resided in the fact that approximately 30% of the staff's practice was rated "Ineffective" or "Developing". Overall staff members were resistant to change and their actions did not speak to their belief that all students are capable of learning. Following the re-organization that came with the OOT designation (2015-2016 academic year), the challenge resides in the fact that more than half of the current staff has less than three years experience. In addition, because of our designation, recruiting the best quality teachers was a challenge. The challenge was met, in part, by hiring teachers certified using alternative tracks, which often indicates a dearth of content knowledge. The expectation is that the support we receive from SRI and our Community Based Organization (CBO), Counseling in Schools (CiS) will support the development of our staff's pedagogy as well as resilience.

**Community Based Organization:** In February of 2011 we forged a relationship with CiS. Initially, the primary focus of the relationship was to support the most at-risk young men in our learning community. Offering socio-emotional support to our staff was a secondary foci. A tertiary foci was to support the staff, via professional development, in learning to navigate working with young men of color. Our collective efforts have resulted in improved outcomes with regard to our

primary focus, which is evidenced by the consistent reduction of suspensions and violent incidents in our learning community since 2011. The work in the secondary and tertiary foci has been uneven, due in part, to resistance from the staff.

As part of our designation as OOT, the DoE also identified AHS as a Community School. Part of the Community School process required the identification of a CBO with which to partner. Our School Leadership Team (SLT) identified CiS as our partner. In 2015-2016 the work of CiS will reflect our previous foci, specifically, working with students and families will be the primary foci followed by the support and professional development of the staff. We are confident that the challenges with the latter foci will be addressed by the re-staffing of the school coupled with the true integration of CiS as a partner within our learning community.

**Expanded Learning Time:** AHS has created a student schedule that builds four hours of the expanded learning time (ELT) directly into students' schedules, as part of their regular academic program. Additional time on task is effected via an expanded student program, which allows for an additional instructional period. Additionally on Mondays, students will be provided with two hours (2:35PM to 4:35PM) of enrichment activities including clubs, tutoring, homework help, and SAT Prep. Extra-curricular activities, including, but not limited to tutoring, athletics, and student generated clubs, will be available on Tuesdays through Fridays from 4:00PM to 6:00PM.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5A – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p><b>Priority Needs (AIR, PPR, QR, SQG, SRI Needs Assessment):</b></p> <ol style="list-style-type: none"> <li>A vertically coherent and systemic curricula (which includes units/modules, learning activities, and student embedded student assessments/products as modeled by the EngageNY approach) aligned to CCLS, integrated with automotive themes where appropriate, is necessary across the content areas</li> <li>An enacted curricula that provides cognitively rigorous tasks, attached to clear learning objectives and based in the CCLS standards, are needed consistently across the curricula</li> <li>A written and enacted curricula that includes WITs tasks, student work products, and assessments embedded into the units and directly aligned with the instruction</li> <li>Pedagogy that is responsive to individual students’ needs, as evidenced by student data, providing the appropriate remediation, and multiple entry points that result in the vast majority of students learning</li> <li>Pedagogy that provides specific, actionable feedback, anchored in discipline based rubrics, to all students so they can improve their work products</li> <li>Pedagogy that provides checks for understanding that ensure the vast majority of students learn every day</li> </ol>		
<p><b>Areas of Celebration/Systems in place (AIR, QR, SRI Needs Assessment):</b></p> <ol style="list-style-type: none"> <li>EngageNY is currently being effectively implemented in 9th grade Math and ELA. A CCLS-aligned SS curricula is being implemented in Global History.</li> </ol>		

2. The teachers in the 9th grade are currently embedding rigorous WITsi strategies into their enacted curricula.
3. Student data, including but not limited to standardized and local assessments, is being analyzed through Looking at Student Work (LASW) and WITsi, in an effort to refine curricula and close achievement gaps.

## **Part 2 – Summative Vision for Rigorous Instruction**

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

### **Overarching Vision for Rigorous Instruction at Auto HS:**

AHS is committed to consistently creating rigorous instruction consistently for all its students that is aligned to CCLS and provides scholars with 21st century skills with entry points for all learners. AHS will be a school community built around high expectations for instruction, ensuring clarity, structure, and adaptiveness to students' needs, which encourages them to build and apply knowledge. Students will be offered a full complement of courses to meet New York State (NYS) graduation requirements. In addition, students will have access to earning a CTE-endorsed diploma through our NYS and National Automotive Technicians Education Foundation (NATEF) Automotive technology program. Curricula, across content areas, will be CCLS aligned, and where appropriate, integrated with the Automotive theme. By June 2017, Automotive High School will have a 60.1% graduation rate, with 50% of the graduates being College and Career Ready using the DoE metrics.

To that extent, AHS will structure efforts at rigorous instruction around a conceptual framework of vertically and horizontally coherent common-core-aligned curriculum and pedagogy that meets the needs of students.

### **Vertically and Horizontally Coherent, Common-Core Aligned Curriculum**

The ELA and Math departments will implement the EngageNY modules, while the Social Studies and Science departments will implement the respective New Visions curricula. Strategic decision making around curricular materials, academic tasks, across grades and subjects will ensure coherence across grades and subject areas. Students knowledge and skills will be intentionally spiraled as students progress through their academic careers. Additionally, the CTE program will be guided by State certified CTE curricula, and CTE content will be integrated where appropriate into the core curricula.

### **Collaborative Teaching:**

1. Teachers will regularly collaborate in both grade and department teams. (\*More info on this in section 5C). In the grade teams, teachers will engage in WITsi work anchored by the Hochman Writing Revolution. These writing strategies will be written into the curricula and teachers will vertically align the skills to ensure that by the end of the 10th grade the vast majority of students will be able to write high-quality extended non-fiction.
2. Meaningful student work products will be a staple of every unit taught at Automotive High School.

3. All teachers will regularly engage in LASW protocols, in grade teams and/or department teams, to strategically plan pedagogical and/or instructional shifts.

### **Pedagogy that Meets the Needs of Students**

The overarching belief at AHS is that all students deserve a quality education that is culturally responsive and relevant. In order to achieve that end, instruction must be rigorous, include appropriate supports, and be coupled with socio-emotional guidance.

Pedagogical practices will be student-centered, where appropriate and possible, and include opportunities for group and project-based work. Students will demonstrate mastery of the competencies necessary for post-secondary success, both in terms of academics and citizenship. Pedagogical practice will be anchored in research based protocols driven, in part, by inquiry (LASW/WITsi) and will create the structures necessary to support all learners. The expectation is that specific practices will be evident in ALL classrooms, including non-core subjects.

Those practices include, but are not limited to:

- Evidence of instructional objectives (IO) that contain a specific “by” that render them measurable as described by the *Danielson Framework*
- Triangulation between IO, learning activities, and CCLS
- Integration of reading, writing, speaking, and listening in all classes
- Integration of uniform WITsi note taking techniques and Hochman’s Writing Revolution strategies for students
- Implementation of inquiry as the major vehicle of learning across content areas in all classrooms
- Implementation of a modified workshop model where appropriate
- Accountability for preparedness on the part of both students and teachers
- Evidence of active participation of students, specifically, movement away from CLOSE notes and handouts
- Evidence of smaller class size, when possible, in all content areas
- Integration of student-centered approaches to instruction that provides students with opportunities to interact directly with the new learning, fashion exploratory questions, and engage in accountable talk protocols (Socratic Seminars)
- Integration of CCLS aligned Performance Tasks in all content areas

### **Programming:**

- Ongoing student programming will be the work of the Programming Committee that will include school leaders, teacher union members (United Federation of Teachers (UFT)), and SRI staff
- All students will be engaged in an extended learning day consisting of an 8 hour day, inclusive of lunch. Faculty will be on a “staggered start” though the students will not. It is understood that UFT represented employees and Council of School Administrators (CSA) represented employees whose work-load exceeds contractual limits will be paid on a pro-rata basis.
- Advisory, for incoming ninth graders, will meet daily, and be guided by a four year curricula which includes executive functioning, social emotional learning, culturally relevant study, conflict resolution, and Restorative Practices.

### **Assessment:**

- Students will be assessed upon entry to the school and will be provided with individual and customized programs to ensure that they get the appropriate instructional support and courses needed to graduate in four years.
- Assessment calendars will be organized by the Assessment Committee, which consists of school leaders, UFT members, and SRI staff. In the event that an Assessment Committee is not created and/or convened in a timely manner, the assessment calendar will be created by the administration and shared with faculty and other stakeholders. Stakeholders will have the opportunity to share feedback on the calendar, which will be used for revision and future planning.

**Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

AHS will implement a vertically aligned, CCLS based curricula (EngageNY in ELA and Math 9-12 - WITsified in 9th grade and New Visions SS and Science in the 9th grade), adapted by teachers to meet the needs of the students.

Evidence of Success:

- By June 2016 students in grades 9 and 10 will successfully complete a minimum of three Performance Based tasks aligned to the curricula
- By June 2016, the school will increase the four-year graduation rate to 54
- By June 2016, 80% of the 9th and 10th grade students will have accumulated 10 or more credits for the year

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engage families and expand their understanding of a supportive environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><b>Professional Development (PD) Plan:</b> AHS will create, execute, monitor, and revise a systematic PD plan that consists of small group, whole group, and individual components. The scope of work for PD will be anchored in data stemming from individual coaching and observation cycles. Initially the administration will collaborate with the SRI team and the CBO to create the PD calendar. Once the PD Committee (consisting of UFT members, SRI coaches, CBO members, and school leaders) is established that body will be responsible for the continued development, implementation, monitoring, and revision of the PD calendar.</p>	<p>All content area teachers, and supervisors</p>	<p>July 2015 through June 2016</p>	<p>Teachers Support Staff Administrators Parents CBOs Guidance Counselors SRI team</p>

**Group Learning Activities:**

1. Summer PD - will include the review of RSCEP, curricular components, as well as Restorative Practice component.
2. September 8-9 - Engage ELA and Math, WITsi strategies (facilitated by SRI)
3. Ongoing cycles - Weekly PD, Election Day, etc - will include unpacking the *Framework*, instructional objectives, Care for the Caregiver, Restorative practices, Hess' rigor matrix, etc.
4. SRI PD for EngageNY and WITsi (multiple ongoing sessions approximately monthly)

**Individual Coaching:**

1. School leaders will develop a spreadsheet outlining when they will visit teachers to provide coaching feedback. Minimally each teacher should be seen once per month. School leaders will provide timely, low inference feedback, and strategic support and personalized next steps on the teachers instructional practices using the Danielson *Framework* for Instruction.
2. Inter-visitation, organized by the administrative team in collaboration with teacher leaders, will be engaged in by the faculty, weekly to support instructional growth.
3. SRI coaches will visit the school weekly and provide weekly feedback to specific teacher leaders and individual teachers that is aligned to the Danielson *Framework* and provides actionable support and next steps. All members of the learning community will be invited to join in on these classes and debriefs as "fish bowls".
4. The Principal, the DSR, and any members of the learning community that wish to join, will do a weekly "learning walk" of the classrooms and provide a "holistic" school wide report on observed practices and next steps.

**Student Programming:**

**All students will have access to an eight hour instructional day inclusive of lunch.**

- A full sequence of courses for SY 2015 will be developed by June 1, 2015. Included in the 8 hours of instructional time will be advisory (grade 9),CTE

Students

July 2015  
through  
June 2016

Teachers  
Support Staff  
Administrators  
Students

<p>courses, AP courses (where possible) and other support services.</p> <ul style="list-style-type: none"> <li>• Effort will be made to ensure that SWDs are programmed in the Least Restrictive Environment (LRE) possible, which will be evidenced by the reduction of self-contained classes.</li> <li>• ENLs, specifically those classified as Intermediate and Advanced, will be programmed for push-in ENL support.</li> <li>• A Programming Committee will be established by late November 2015, whose purpose will be to collaborate on the creation of the Spring 2016 program as well as student programs moving forward.</li> </ul>			<p>Parents</p> <p>CBOs</p> <p>Guidance Counselors</p> <p>SRI team</p>
<p><b>Student Assessment:</b> CCLS aligned, and where appropriate Regents or AP aligned assessments will be administered to students in a thoughtful manner so as to insure that students are not “over-tested.” The exact Assessment Calendar will be collaboratively developed by the Professional Learning Committee once hiring is completed. The guidance below will direct their work:</p> <ol style="list-style-type: none"> <li>1. All incoming 9th grade students will given a pre-assessment that includes the WITsi assessment (*link to WITsi assessment here). Additionally the 9th grade state assessment data will be used to determine student needs.</li> <li>2. DoE Benchmark assessments will be administered to all students by October 31, 2015.</li> <li>3. Four full period, CCLS/Regents aligned, unified assessments will be administered per Semester. Assessment results will be analyzed by respective departments/teams to identify curricular adjustments that require implementation.</li> <li>4. CCLS aligned performance tasks, which will be completed during instructional time, will be administered a minimum of three times in 2015-2016.</li> </ol>	<p>Students</p> <p>Faculty</p>	<p>Sept. 2015 through June 2016</p>	<p>Teachers</p> <p>Support Staff</p> <p>Administrators</p> <p>Students</p> <p>Parents</p> <p>CBOs</p> <p>Guidance Counselors</p> <p>SRI team</p>

**Part 5 – Budget and Resource Alignment**

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The resources that follow will be needed to achieve the aforementioned goal:

- curricula in all core content areas

- professional development for faculty on creating entry points for AHS students within the EngageNYcurricula, data analysis, teaming, inquiry, developing IOs, WITsi, and restorative practices
- content coaches: ELA, mathematics, SS, and special education
- splitting teachers' professional period (C6R) duties to include both Common Planning Time (CPT) and department meetings
- additional budget

**Part 5b.** 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 SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The mid-point benchmarks listed below will indicate progress toward meeting the aforementioned goals:

- By February 2016 75% of 9th and 10th graders will have accumulated five or more credits
- By February 2016 80% of 9th and 10th graders, 75% of 11th graders, and 65% of 12th graders will have complete a minimum of one CCLS aligned performance task
- By February 2016 100% of the teaching staff will have received professional development in any of the following: IOs, performance tasks, restorative practices, WITsi, unpacking the EngageNY curricula, and/or the Danielson *Framework*
- By February 2016 100% of the teaching staff will have been observed, following ADVANCE, a minimum of two times
- By February 2016 65% of teachers will have an overall performance rating of "Effective" on ADVANCE in Domain 1E

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>Priority Areas (Learning Environment Survey, Quality Review):</p> <ol style="list-style-type: none"> <li>Better defined, more transparent systems to support students’ academic success</li> <li>Clearly articulated vision and mission that is internalized by all constituents</li> <li>Post secondary partnerships that include but are not limited to industry partners and post secondary institutions</li> <li>Health/Mental health partnerships for students</li> <li>CBO that is integrated into the fabric of the school community</li> <li>Systems to support teacher/administrator/support staffs socio-emotionally and professionally</li> </ol> <p>Areas of Celebration (Quality Review, PPR):</p> <ol style="list-style-type: none"> <li>Well defined rituals and routines to sustain students’ social and emotional health and safety</li> <li>Decreased rate of incidence</li> <li>Articulated vision for social and emotional development of students</li> <li>Structures in place to respond to students’ socio-emotional needs</li> </ol>		

**Part 2 – Summative Vision for Supportive Environment**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

- How would you want school stakeholders to describe the school?

2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

**Overarching Vision for Supportive Environment at AHS:**

AHS is committed to meeting the social-emotional needs of students so that there is a culture of college and career readiness for all students. By June 2016, AHSI will be a school community built around high expectations for the socio-emotional development of all students. This will be exemplified by opportunities for students to engage in self-advocacy, development their character, and respond to high academic expectations. In order to impact the social and emotional development of all scholars at AHS there must be an emphasis on developing students’ social and emotional awareness. Stakeholders will describe AHS as a safe, nurturing environment that supports the needs of all constituents and fosters civic and academic excellence through choice and collaboration.

To that extent, we have created a series of structures and practices that we consider an integral part of the socio-emotional development of all stakeholders within the AHS school community:

- AHS Faculty Senate
- Advisory (grade 9)
- Restorative practices
- Individualized programming
- Pupil Personnel Team
- Attendance Team
- Youth Development Team

**Automotive Faculty Senate**

The AHS Faculty Senate (AHSFS) will consist of a team of stakeholders that will include: teachers, guidance counselors, social workers, and school secretaries. The AHSFS will determine what social-emotional framework will be utilized to underpin initial efforts at supporting the community in the development, support and execution of AHS social and emotional support structures. AHSFS will identify the core values that are aligned with the school mission as well as 21st century skills to anchor the development of the AHS students.

**Advisory**

Scholars in 9th grade will participate in an Advisory program. Advisories will not exceed 20 students. The main focus of advisory will be advocacy. Advisory will give students the opportunity to discuss academic and/or behavioral problems with which they may be grappling. Advisors will advocate on their students' behalf when appropriate. Advisory provides a forum for scholars to discuss issues they face in their day-to-day lives, such as current events, school based concerns, or more controversial subjects. Scholars will be encouraged to suggest their own topics and to lead discussions. Advisories will focus on building community that guarantees that regardless of how their friendships shift, each student will have a peer group and a place to discuss social issues.

An Advisory Committee, decided on by AHSFS, will facilitate curriculum development and professional learning for staff on advisory curriculum and classroom culture. Students will meet in their advisories five times a week, Monday through Friday. At minimum, the majority of ninth grade teachers, will have an advisory.

Advisory program will include the following structures:

- Curriculum, which includes teacher/student voice and is aligned to the school's mission, core values and school themes/events. College and career readiness as well as literacy will be a common thread throughout the curriculum.
- Student-centered classroom culture: Advisory will be taught using social justice themes, student-centered collaborative protocols and with scholars arranged in a circle, when appropriate

**CiS** will continue to work with the most at risk students, however, they will also be available to work with all students within the AHS community. In addition, CiS will offer socio-emotional support and professional development for all staff. CiS will engage in a pull-out program where scholars meet with counselors daily during the Rights of Passage (RoP) elective. Students in RoP, no more than thirty per session (there are two sessions) will serve as an advisory of sorts to at-risk students in grades 10 through 12.

### **Restorative Practices**

AHS will continue to develop a restorative approach to discipline that enables students and staff to play an active role in meeting social, emotional, behavioral, academic, and professional goals. AHS will set up a support team that consists of administration, Youth Development Specialists, Guidance Counselors, Social Workers, the CBO, and faculty whose purpose will be to work with scholars and their families to support the aforementioned goal utilizing restorative practices. Students will participate in a reflective process using goal-setting, behavioral and academic tracking systems, peer mediation and peer mentorship to restore and adjust behavior to meet the high behavioral expectations of the AHS learning community.

### **Additional Staffing**

The promotion of students' social-emotional skills is currently an area of strength. Hiring two guidance counselors and one social worker to help facilitate the training of staff will distribute this work more evenly and support restorative practices as they are currently shouldered primarily by the administration and Youth Development department, and to a lesser degree by the CiS. Counseling should continue to occur through:

- mandated counseling
- small group non-mandated
- whole group non-mandated
- individual non-mandated
- on an as needed basis as it is currently occurring

### **Pupil Personnel Team (PPT)**

The PPT will consist of two guidance counselors, one social work, the special education lead, parent coordinator, school psychologist, administration, and CiS. This team will convene a minimum of twice per month and the goal will be to support SWD students and general education scholars in receiving the appropriate academic and socio-emotional services.

### **Attendance Team**

The attendance team consist of the Principal, Guidance counselors, the Social worker, the attendance aid/monitor, and the attendance teacher assigned to AHS. The attendance team will track data in short cycles leading to early interventions before students disconnect from school. Students who struggle with attendance and/or lateness will receive a series of wake-up calls and check-ins with various support staff. Student attendance will be tracked and monitored by the team and students with attendance between 50% and 75% will be targeted for additional support, which may include but will not be limited to, one on one counseling, restorative practices, and/or home visits. Review of Long Term Absence (LTA) rosters and 407 reports by the team will inform appropriate discharges and/or counseling into Transfer schools and/or alternative programs in an effort to increase attendance and graduation rates. Daily, weekly and monthly school attendance will be tracked and monitored by the attendance team and monthly actionable next steps will be created at the end of each meeting.

### **Automotive Industry Advisory Committee (AIAC)**

Automotive Industry Advisory Committee (AIAC), composed of volunteers from industry, business, labor, post-secondary education and the nonprofit sector is charged with advising the school leadership, educators, parents, etc. on the development, implementation, administration and evaluation of career and technical education (cte) policies and programs.

The mission of the AIAC is to assist the Automotive High School community in providing all students relevant and meaningful career and technical education programs for acquiring high-level academic and workforce preparation skills.

The work of the AIAC would be as follows:

- Bringing the business and education communities closer together
- Fostering collaborations among industry, business, labor, post-secondary education and other professionals
- AIAC members would serve as important links between the Automotive HS and the business community
- Connecting the school to external resources and information needed to ensure that career and technical education policies and programs are current and relevant
- Overseeing career and technical education policy and practice
- Review federal, state and local funding sources
- Create and manage AIAC communications
- Coordinate career and technical education for students with disabilities, ELL, etc.
- Analyze transportation/automotive employment trends and citywide employment

### **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

AHS will continue to refine the improved culture for learning, for both students and teachers, that currently exists through the more systemic implementation of the aforementioned structures, whose purpose is meant to promote a supportive environment.

Evidence of Success:

- By June 2016, the school will increase the attendance rate from 79.2% to 80.9%
- By June 2016, Principals suspensions will decrease by 5% when compared to June 2015
- By June 2016, Level IV and Level V incidents will decrease by 7% when compared to June 2015

**Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engage families and expand their understanding of a supportive environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><b>Advisory:</b></p> <p>AHS will develop, implement, monitor, and revise an advisory program that consists of an advisory for all incoming 9th graders. Advisories will meet daily and will be facilitated by members of the 9th grade team, when possible. The AHSFS will create an Advisory Committee, whose work will be to provide oversight and support to the Advisory program.</p> <p>An additional advisory-like program will exist for no more than 70 at-risk male students in grades ten through twelve, which will be facilitated by CiS and be guided by the RoP protocol. This advisory will meet daily.</p> <p>Administration will provide all advisors a curriculum, which is to be used as a guide. The expectation is that advisors will amend the curriculum based on the needs of their students.</p>	<p>9th grade teachers, 9th grade students, 10 through 12 grade students identified as at-risk, CiS, administration</p>	<p>Sept. 2015 through June 2016</p>	<p>Teachers Support Staff Administrators Students Parents CBOs Guidance Counselors Social Worker</p>
<p><b>Restorative Practices:</b></p> <p>AHS will establish a Youth Development Team (YDT). The YDT will consist of the administration, youth development officers, School Safety Agents (SSAs), guidance counselors (when possible), and social worker (when possible), and CiS.</p>	<p>Administration, YD team, students, SSAs</p>	<p>July 2015 through June 2016</p>	<p>Teachers Support Staff Administrators Students</p>

<p>The YDT will be responsible for supporting, facilitating and executing restorative justice practices and protocols within the AHS community.</p> <p>YDT Collaborative Planning Activities:</p> <ul style="list-style-type: none"> <li>• Summer Team Planning to refine current YD practices including but not limited to the referral process, de-escalation, and/or peer mediation</li> <li>• On-going professional development and support anchored in but not limited to restorative practices, conflict mediation, peer mediation, and de-escalation</li> <li>• Monthly YD meetings beginning in October 2015 where data is reviewed and students are recommended for additional support.</li> </ul>			<p>Families</p> <p>Parents</p> <p>CBOs</p> <p>Guidance Counselors</p> <p>Social Worker</p>
<p><b><u>Attendance Team</u></b></p> <p>AHS will create an attendance team responsible for tracking attendance data in short cycles leading to early interventions before students disconnect from schools. The school attendance team (AT) will consist of administration, guidance counselors, the social worker, the attendance aid/monitor, and the attendance teacher assigned to AHS. The AT will meet once a week.</p> <p><b>Attendance Team Plan:</b></p> <ul style="list-style-type: none"> <li>• The AT will meet weekly beginning in October 2015</li> <li>• Data will be analyzed at every meeting</li> <li>• Next steps will be actionable</li> <li>• <b>AT members will collaborate to support PD for the faculty around best practices in attendance</b></li> </ul>	<p>Administration, Guidance Counselors, Social Worker, Attendance Aide, Attendance teacher</p>	<p>Oct. 2015 through June 2016</p>	<p>Teachers</p> <p>Support Staff</p> <p>Administrators</p> <p>Students</p> <p>Families</p> <p>CBOs</p> <p>Guidance Counselors</p> <p>Social Worker</p> <p>Attendance Aide</p>

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>The resources needed to see the aforementioned goal to fruition are listed below:</p> <ul style="list-style-type: none"> <li>• advisory curriculum</li> <li>• PD on advisory, restorative practices, and attendance</li> </ul>

- additional funding

**Part 5b.** 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 SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress toward the aforementioned goal will be evidenced by the following:

- By February 2016, the school will increase the attendance rate by 3% when compared to February 2015.
- By February 2016, Principals suspensions will decrease by 3% when compared to February 2015.
- By February 2016, Level IV and Level V incidents will decrease by 3% when compared to February 2015.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>Areas of Celebration:</p> <p>Teachers on the 9th grade WITsi team collaboratively use data to improve student outcomes in writing sentences using scaffolded expository writing strategies. The teachers meet twice a week to analyze student work, discuss targeted interventions, adjust instruction and tasks, and re-assess mastery of target skills.</p>		
<p>Priority Needs:</p> <ul style="list-style-type: none"> <li>According to the 2014 School Survey 33% of teachers disagree with the statement: “Overall, my professional development experiences this school year have been sustained and coherently focused, rather than short-term and unrelated.”</li> <li>According to the 2014 School Survey 31% of teachers disagree with the statement: “Teachers in my school work together on teams to improve their instructional practice.”</li> <li>According to the 2014 School Survey 42% of teachers disagree with the statement: “Teachers and school leaders in my school use information from parents to improve instructional practices and meet student learning needs.”</li> <li>According to the 2013 Quality Review AHS would benefit from improving the use of varied assessment data to inform instructional adjustments, analyze student performance, target instruction to students’ areas of challenge, and apprise students of next learning steps.</li> </ul>		

## **Part 2 – Summative Vision for Collaborative Teachers**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

### **Overarching Vision for Collaborative Teachers at AHS:**

AHS is committed to creating a culture of sharing and collaboration which will be evident in all classroom teaching practices in an effort to create personalized educational plans and increase student achievement. The staff of AHS will organize and operate with a shared sense of purpose, positivity, and professionalism focused on creating a supportive and nurturing environment where all individuals are trusted, respected and expected to contribute actively in every aspect of the functioning of the school. AHS is a learning organization. This learning is done together toward building the leadership capacity, high achievement and personal development of all. Working deliberately, as a collaborative community, will best allow AHS to meet the varied needs of all students.

Shared leadership and decision making is a primary component of Automotive’s collaborative culture. Automotive High School will epitomize positive, cooperative and functioning professional relationships. Automotive High School will create networks of professionals across titles, grades and subject areas who work jointly to research, design and prepare materials, prepare lesson and unit plans, review and reflect on those plans and instructional practices, examine student work and share problems and solutions. In this context, educators will deepen content knowledge, enhance pedagogical practices, develop knowledge of their craft and a sense of efficacy and connection to fellow educators, parents, community members and above all students. By committing itself to engaging as community where all have voice in decision-making, progress will be measured by surveys/assessments, progress from professional learning opportunities, student credit accumulation, student project and portfolios, graduation rates and participation in extracurricular activities.

In order to build this deep level of collaboration among all staff members at AHS, structures will be created that develop collective responsibility in creating the conditions that ensure student outcomes, that embed time for collaborative work and professional learning that will improve the quality of instruction, and as a result, learning through a continuous cycle of improvement. AHS will structure efforts at collaboration in structured time whose focus will be anchored in a conceptual framework of collective responsibility around quality teaching and learning.

### **Collective Responsibility**

The faculty of AHS has a commitment to ensuring the needs of students are met through a praxis of continual collaboration that will develop and refine culturally responsive teaching practices, reflection, continually improved pedagogical practices and educated action to meet student needs.

In addition to codifying AHS’s school-based governance structure as one of collaborative consensus, the following structures will encourage collective responsibility:

- AHSFS, which will be the primary vehicle for educators to engage in school-based governance and decision making
- AIAC, which will be the primary vehicle for ensuring the CTE program's alignment to industry
- Teacher Teams, which will represent grade level and departments. Teams will meet, either in grades or departments, daily to engage in inquiry work, whose purpose will be to adjust curricula to improve student outcomes. Teams will be facilitated by teacher leaders and will be anchored in data.

- Intervisitation, which will be organized by the administration, and will be engaged in and monitored by all stakeholders.
- Co-planning, whose focus will be to allow Special Education teachers and general education teachers to collaborate on lesson planning in an effort to ensure that instruction supports all learners

**Structured Time:**

- 115 minutes of Professional Development every Monday. Ideally, the AHSFS will establish a Professional Learning Committee whose purpose will be to collaborate on AHS's PD calendar. In the event that this committee does not convene by 09/30/2015, and/or does not collaborate on the development of the PD calendar for the Fall 2015 semester by 09/30/2015, the administration will set the calendar.
- PD Monday will be devoted to three specific prongs: 1. Academics, which will include but not be limited to, understanding IOs, unpacking the *Framework*, unpacking EngageNY, and/or creating and administering CCLS aligned Performance Tasks. 2. Restorative practices, which will be structured so as to support the faculty's understanding of and ability to implement restorative circles and practices in their naturally occurring curricula. 3. Care for the Caregiver, whose purpose is to support the faculty in building their resilience and self care.
- 40 minutes of Family Engagement on Tuesdays: During this time all members of the faculty are required to engage in family outreach. The purpose of this outreach is to keep families informed of the academic progress of students, share successes, and collaborate on how best to minimize challenges. Faculty members will log their communication in Skedula, an electronic platform, that families have access to as well.
- Inter-visitation: a schedule created by the administration in collaboration with teacher leaders will facilitate the implementation of weekly inter-visitation, whose focus will be to share best pedagogical practices while supporting individual professional growth.
- Common planning time (CPT), whose purpose will be to facilitate collaboration within departments (when possible) as well as between Special Education and general education teachers. Teachers will have a minimum of one period per week to engage in CPT.

**Innovative Quality Teaching & Learning:**

- Ensuring positive collaboration and share responsibility requires operational structures that allow access point and time for all members of the AHS community to participate in thinking, communication, and decision making. Teacher teams will allow for the emergence of teacher leaders and foster collaboration with an eye on shared decision making. Affording educators the ability to engage in self-directive, collaborative practice, with the support of coaching as needed, will result in educational experiences for both students and faculty, that are richer and of higher quality than in the absence of these practices.
- Grade level (interdisciplinary) and department teams will engage in planning, inquiry, and analysis of data a minimum of twice weekly.
- Critical informal study groups will gather voluntarily and utilize specific approaches and protocols to discuss and assess specific school, department, grade and individual student learning goals, reflect on individual and group practices, collaboratively examine student work (as in Department Teams) reflect and improve practices. Structures might include lesson study, workshops and book groups.
- Socio-Emotional teams will gather voluntarily to discuss how best to meet the cultural, social, and emotional needs of staff and students.
- Inter-visitation. Members of the Automotive community will conduct regular informal classroom inter-visitation and learning walks. Master and Model Teachers will assist in determining forms, protocols and schedules of inter-visitation so all staff members participate in a manner conducive to individual learning needs.
- The integration of technology tools like Google Drive will help to facilitate conversation, sharing of materials, etc. in a more fluid manner, thereby being responsive to the multiple time constraints placed on members of the faculty.

In instituting structures to ensure positive and regular collaboration, AHS will refer to the data to gauge efficacy and make necessary modifications, which may include but will not be limited to, attendance, anecdotes, survey results, student participation in after-school clubs and activities, student credit accumulation, classroom observations, 'check-ins' and 'exit slips' retrieved during advisory periods, reports from Parent Engagement time and communication from cooperating CBO staff.

### Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

AHS will create, implement, monitor, and revise inquiry teams in grades 9 and 10, whose primary focus will be to use data to improve student outcomes.

Evidence of Success:

- By June 2016, credit accumulation for grades 9 and 10 will increase to 80%.
- By June 2016, the overall Regents completion rate will increase from 28.2% to 31.4%.
- By June 2016, the school will receive a "Proficient" in QR indicator 4.2.

### Part 4 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Summer Institute - July 2015</p> <ul style="list-style-type: none"> <li>• Review the RSCEP</li> <li>• Review and revise the mission and vision of AHS</li> <li>• Model best practices for inquiry based classrooms</li> <li>• Engage in professional learning on restorative practices</li> <li>• Engage in professional learning on supporting students' socio-emotional needs</li> <li>• Engage in community building activities</li> </ul>	<p>All</p>	<p>July 2015</p>	<p>Faculty  Administration  Support Staff  CBO</p>

<ul style="list-style-type: none"> <li>• Introduce the CBO</li> <li>• Survey staff on needs</li> </ul>			
Create a learning center for all community members that will facilitate collaboration and teaching and learning.	All	December 2015	Administration Custodians Faculty Support Staff CiS
Create a team room for all team members that will facilitate grade level, inter-disciplinary work.	All	December 2015	Administration Custodians Faculty Support Staff CiS
Create programmatic structures necessary to facilitate team time, CPT, as well as PD Mondays.	Administration		

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The resources that follow are necessary in order to achieve the aforementioned goal:											
<ul style="list-style-type: none"> <li>• programmatic structures allowing for team time and CPT</li> <li>• UFT approval for split C6R and combination of PD time and Other Professional Work (OPW) time to yield a 115 minute Monday PD block</li> <li>• Special schedule for Monday</li> <li>• Re-organization of classrooms/common areas for team rooms and learning center</li> <li>• Personal technology for staff to engage in inquiry</li> </ul>											
<b>Part 5b.</b> 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 SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The following mid-point benchmarks will serve as indicators of movement toward the aforementioned goals:

- By September 2015, the school program will reflect a special Monday schedule for staff and students
- By November 2015, programmatic structures will be in place to facilitate team time and
- By November 2015, all staff will have been issued DoE laptops for their use in planning and collaboration
- By February 2016, departmental teams will have collaboratively created, implemented, monitored and revised a minimum of one performance task for all students across content areas

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>Priority Needs: (AIR, SRI Needs Assessment, PPR, QR):</p> <ul style="list-style-type: none"> <li>Goals, which have been established using data, were not collaborated upon by all members of the learning community</li> <li>The school's mission and vision, which was created in isolation, are not pervasive</li> <li>Strategic decisions to organize programmatic, human, and fiscal capital resources, have yielded positive outcomes but have not been entered into collaboratively</li> <li>The cycle of observation, which includes targeted, actionable feedback, is not consistently anchored in student data</li> <li>Structures to develop community/family engagement have not yielded successful outcomes</li> <li>The scope of work of the learning community's CBOs is not transparent to all members of the learning community</li> <li>The school leader's approach to distributive leadership is not well defined</li> <li>Goal setting for individual students does not currently exist in a pervasive way</li> </ul> <p>Areas of Celebration: (AIR, SRI Needs Assessment, PPR, QR):</p> <ul style="list-style-type: none"> <li>The administrative team utilizes data to inform programmatic, human and fiscal capital resources to improve student outcomes and culture and tone</li> <li>Observations, conducted by all members of the administrative team, are calendarized</li> </ul>		

- Norming of observations and feedback takes place twice per year
- Expectations, which are aligned to the school's mission and vision, are transparent to all members of the learning community
- There has been some development of teacher leaders
- IPCs, mid-year, and EOY discussions are part of the school culture

## **Part 2 – Summative Vision for Effective School Leadership**

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

### **Overarching Vision for Effective School Leadership at AHS:**

AHS is committed to cultivating a reciprocal learning environment that will be characterized by shared decision making and leadership with a mutual accountability. Leadership will encourage and ensure opportunities for open communication and collaboration and will be engaged in shared decision-making with mutual accountability and reciprocity. Leadership will build infrastructures that support high standards for quality instruction. School leaders will create a culture of high expectations and articulate an instructional focus that is reflective of students' academic needs. School leaders will ensure that students have the supports to meet the culture of high expectations and be college and career ready. School leaders will support the improvement of teacher practice through structured collaborative inquiry, teacher inter-visitations, cycles of frequent observations followed up with timely feedback that is accurate, time bound. All instructional supervisors will provide models of good instruction through professional development and modeling.

### **Open Communication:**

There will be open and honest communication built on trust and transparency between all constituents in the AHS community. Open communication will be promoted through but not limited to all of the following:

- Automotive Faculty Senate
- Professional Development Committee
- Programming Committee (Spring 2016)
- School Leadership Team
- Parent-Teacher Association
- Advisory Committee
- Attendance Team
- Grade level inquiry teams in grades 9 and 10
- Departmental teams

Leadership will engage with all constituents in activities and discussions related to the school's mission, vision, core values, and collaborate on ways in which to increase and/or improve faculty communication. Leadership will be

characterized by a "lead by example" mentality that requires all stakeholders to be help message the core values of the school and make every decision with integrity and compassion.

### **Shared Decision-Making & Leadership with Mutual Accountability**

This involves multiple opportunities for engagement, structures, and defined roles.

- The Principal will collaborate with key stakeholders (parents, students, teachers, support staff) to determine the proposed scope of work for the CBO within the parameters set forth by the Community Schools Initiative.
- The Principal will then meet with the Community School Director to refine the scope of work and include appropriate benchmarks.
- The Principal and the CBO point person will discuss the possibility of subcontracting required services not within the realm of the CBO.
- The CBO will be introduced to the school community during the summer PD.
- The CBO will participate in all school-wide functions including PD. In addition, the CBO will hold a seat on the AHSFS.
- The CBO will be a member of the PPT and will rotate through Teacher Team meetings, when possible and appropriate, using a schedule arrived at through collaboration of all stakeholders.

### **Creation of:**

- AHSFS committees: Advisory, Programming, Academics & CTE, Supportive Environment, Attendance, Youth Development, & Professional Development - Staff will sign up after reading description of each committee (no more than 8 members per team) and they will select a committee leader. AFS committees will meet at least once a month and committee leaders will communicate with school leaders via cabinet meetings.

The Automotive Faculty Senate will be established to promote shared school based governance, responsibility and collaboration in the interests of furthering the educational mission of the school. The Automotive Faculty Senate will make recommendations for the Cabinet to discuss and make decisions regarding implementation.

- The AHSFS will convene on Monday per month during Monday PD.
- Each Automotive Senate and Senate Committee Meeting will entertain an alternating Chair.
- All staff members are expected to attend the Automotive Senate Monthly Meeting. The Chair will have responsibility for formally inviting any and all guests for the meeting for which they are responsible.
- Decision making will be done by consensus or a majority rule in cases where consensus is not reached.
- The AHSFS will decide which committee recommendations are sent to the Cabinet and/or Leadership Team for consideration.
- Minutes and Agendas for all meetings will be made public.
- Written request(s) or recommendation(s) offered by the AHSFS will be discussed in a joint session and be responded to by the Cabinet and/or School Leadership Team. If accepted, Cabinet will work with Faculty Senate committee on implementation.
- Recommendations made by the AHSFA will be taken under advisement by school leadership.

Automotive Faculty Senate Committees:

- Instruction will make recommendations on all aspects of instruction, curriculum, CTE/academic alignment and assessment
- Supportive Environment will make recommendations on matters affecting the school community and environment including the social emotional learning needs of students
- Programming will make recommendations regarding the school's program
- Professional Development will make recommendations on all aspects of professional learning
- Attendance will monitor and make public cohort attendance and progress toward attendance goals. Incentives and supports will be developed, implemented and reviewed by the committee
- Youth Development will make recommendations on matters pertaining to student discipline as well as support the development of the staff in restorative circles

The Automotive Senate, PTA, SLT, and Consultative Council will convene monthly to review pertinent data points including but not limited to attendance and YD to make adjustments to policies, procedures, and messaging in an effort to support continued growth.

All Assistant Principals (APs) will be responsible for instructional supervision as well as the continued review of scholarship, assessment data, and anecdotal data. APs will be assigned specific content areas to lead, however, learning walks, and informal observations will be shared in an effort to create equity.

- APs will also be assigned specific, non-instructional duties, including but not limited to supervision of non-instructional personnel, Youth Development, technology, and the like
- Extended learning time, including Saturday School and extracurricular activities will be monitored by APs and the Principal using a rotation approach
- APs will be assigned specific professional development sessions to facilitate based on personal interest and school need
- APs and Principal will meet as an Executive Cabinet weekly.
- APs will assist in the formulation of curricula and student centered activities, differentiation techniques ready to use, integrating technology in the classroom, assisting with discipline and field trips or corollary learning experiences outside of the building, model lesson planning et al.

### **Infrastructure Supporting Quality Instruction**

The observation approach will be both formative and evaluative. The formative observations will utilize Santoya's methodology and evaluative observation will follow the rules and regulations of Advance. The expectation is that the administrative team will be in classrooms daily, offering actionable feedback. That feedback will be delivered verbally as well as in writing when appropriate following Advance guidelines.

- Data stemming from observations will be used to inform adjustments to the PD schedule
- The positions of "Department Chairperson" will be created and filled by teacher leaders. The individuals will be in charge of facilitating department and possibly team meetings as well as developing agendas, keeping minutes, and memorializing next steps
- Chairpersons will be expected to participate in weekly Leadership Team meetings
- Goals setting, mid-year discussions, and EOY discussions will help to frame, support, and monitor teacher growth
- Professional development plans will be created collaboratively with each member of the learning community
- Goals setting, mid-year discussions and EOY discussions will help to frame, support, and monitor student growth
- License to Graduate will be created collaboratively with every student at AHS
- The school will continue to utilize electronic gradebooks
- Guidelines for the turn around for grade entry will be shared with the teaching staff
- The AHSFS will collaborate on reviewing and possibly revising the current grading policy
- Various stakeholders will support staff in unpacking various data points available through internal and external assessment
- Data review, including but not limited to scholarship, attendance, and YD, will be included in all Team Meetings as well during required whole school meetings
- The Automotive Senate, Consultative Council, and SLT will review data in order to prioritize work, shift curricula, and/or make adjustments to policy/procedure
- Students will be involved in grade level community gatherings, quarterly, to review data and progress toward graduation
- Families will have access to student data via electronic platforms
- Training sessions to support families in navigating data will be included in PTA meetings
- Student programs will be addressed individually utilizing transcripts and data from high-stakes assessments
- Student programs will be reviewed with an eye on ensuring that "chemistry" is not a prohibitive factor in disseminating instruction
- Educators will have one opportunity a term to reflect on past practice, identify areas in need of support and determine specific future supports or assistance with the Principal.
- Educators will meet a minimum of twice a week in both department teams and grade teams with CTE educators (with the goal of alignment) present at both. Collaboration is educator-directed and on-going/progress of teams will be communicated during portions of the Monday PD sessions

- A programming committee will convene in December 2015 to determine programming structures that best meet student needs
- Observations will be conducted in a spirit of development and collaboration. The evaluative cycle of observation will not begin until November 2015. All classroom visits conducted in September 2015 will be coaching in nature and will serve to support norming of what effective instruction looks like across the learning community
- Innovative organizational structures are implemented to distribute administrative responsibilities traditionally performed by the high school administrative team
- Innovative organizational structures are implemented to distribute administrative responsibilities (e.g., management, discipline, security) traditionally performed by the high school administrative team
- Administrative responsibilities are shared, where appropriate and feasible, among staff members to engage all staff in and increase effectiveness of high school improvement strategies and initiatives
- Monthly meetings of the AHSFS will be followed by reports outlining productive communication strategies, student progress, school procedures, and decision making

Cabinet Level Inquiry Team: Formalized inquiry process where AHS's Instructional cabinet and HSRI team level around how to move teacher practice and products. At this meeting a group of representative teachers would be targets as the lens by which we would be studying across the school. We would review feedback given to teachers by Principal, APs, coaches as well as perform learning-walk rounds and utilize protocols to study teacher development. Together as a team we would set instructional goals for our target teachers and next steps to moving their practice based on data, student work samples and the school's instructional focus.

### **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Automotive High School will develop and implement a calendar of cyclical observations and learning walks ensuring all observations (both evaluative and non-evaluative) provide teachers with actionable feedback aligned to goals in domain 1 (components a-e) and domain 3 (components a-d ), with next steps for improvement.

#### **Evidence of Success:**

- By June 2016, the school will be rated proficient in Quality Review Components 1.1 and 1.2
- By June 2016, the AHSFS will facilitate a Year End Review of the accomplishments of the body, which will be shared with all stakeholders
- By June 2016, a minimum of 50% of the teaching staf's practice will receive a preliminary overall rating of "Effective" in Domains 1A and 3C

### **Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>AHSFS will actively participate in shared decision making, which will be evidenced by the following by June 2016:</p> <ul style="list-style-type: none"> <li>• Revising the grading policy, ladder of referral, and assessment schedule</li> <li>• Participating in grade level interdisciplinary and departmental teacher teams</li> <li>• Avail themselves of leadership opportunities that exist within the school community</li> <li>• Organize, implement, monitor, and revise an End of Year presentation of the body's accomplishments</li> </ul>	<p>AHSFS - comprised of UFT members</p>	<p>Sept. 2015 through June 2016</p>	<p>Teachers Secretaries  Guidance Counselors  School Social Workers  UFT Central Office</p>
<p>Cabinet Strategic Level Inquiry:</p> <p>The SRI team will meet with AHS Instructional cabinet to engage in inquiry around effective pedagogical practice to inform coaching and professional development.</p> <p><b>November 2015-June 2016: (on-going inquiry cycles)</b> <b>Cabinet Strategic Level Inquiry (CSLI)</b> will meet bi-weekly for 90 minutes per meeting to engage in any or all of the following:</p> <ul style="list-style-type: none"> <li>• Collaboratively study in a unified formal way, how to move teacher practice as instructional leaders at the school and SRI level</li> <li>• Bring coherence to the SRI work and teacher support initiatives, including observations, at the teacher level</li> </ul>	<p>Instructional Cabinet  SRI team</p>	<p>November 2015-June 2016</p>	<p>Instructional Cabinet  SRI Team</p>

<ul style="list-style-type: none"> <li>• Norm and collectivize our ratings, teacher feedback, and how to coach teacher to move toward success</li> <li>• Surface school wide patterns and trends that could then be turn keyed to the PD committees to inform and unify all PD strands across the school</li> <li>• To provide a mechanism the content and WITsi coaching of the SRI team to spread across the departments through the close involvement and inquiry work on teachers that their respective content APs are a part of in this meeting</li> <li>• To make a regular platform for reviewing SRI work and instructional progress at a school wide level</li> <li>• To participate in learning-walks to norm, collect and review qualitative teacher and student data</li> </ul>			
<p>The school renewal plan will be shared with all stakeholders during the July “onboarding”.</p>	<p>All members of the learning community</p>	<p>July - Sept. 2015</p>	<p>Administrative Team/HSRI team</p>
<ul style="list-style-type: none"> <li>• All members of the learning community will collaborate to develop a scope of work for CBOs</li> <li>• CBOs will be introduced and share their scope of work, hours, location, etc.</li> <li>• Establish scope of work and identify Department Chairpersons, Coordinators, and other teacher leadership positions</li> <li>• Continue to develop, implement, and reflect upon IPC, MY, and EOY protocols</li> <li>• Develop, integrate, and reflect upon the creation of individual academic/socio-emotional/cultural goals for all students that mirrors the IPC, MY, and EOY process for faculty</li> <li>• Train all members of the learning community on electronic gradebook and Google in order to support transparency of proactive and progress</li> <li>• Create the structure necessary for the faculty to create, develop, monitor, and revise the AHSFS</li> <li>• Create and fill the the positions of Department Chairpersons, WBL Coordinator, Team Leaders</li> </ul>	<p>All</p>	<p>Sept. 2015 - June 2016</p>	

**Part 5 – Budget and Resource Alignment**

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The resources listed below will be necessary to implement the action plan needed to meet the aforementioned goal:

- UFT approval to combine Monday PD with OPW time for a 115 minute block
- UFT support for the creation and development of AHSFS
- Professional development on faculty senates

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The benchmarks listed below will be indicators of progress toward the aforementioned goals:

- By December 2015, the AHSFS will have convened a minimum of three times
- By December 2015, the Instructional Cabinet will have convened a minimum of three times
- By October 2015, teacher leaders are in place in ELA, mathematics, science, SS, and CTE

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>As a result of the “developing” HEDI ratings on Quality Review indicators 6.2-6.5, AHS is in need of creating strong community and family ties within its learning community. All of the following are areas of focus for AHS:</p> <ul style="list-style-type: none"> <li>Ensure that all subgroups of students and their families can communicate reciprocally with the school; monitor the effectiveness of communication strategies with parents and address any issues or concerns</li> <li>Ensure that PD is provided for staff that equips them with the skills and expertise to develop strong relationships with families; provide families with the tools and support to help them work with the school in improving academic achievement</li> <li>Provide data that is accessible and understood by parents that will enable them to support and advocate for their child’s social and emotional developmental health and academic growth</li> </ul>		

**Part 2 – Summative Vision for Strong Family and Community Ties**

<p>In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> <li>Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?</li> <li>How does the school provide support to families so that they understand and can take an active role in what their child is learning?</li> <li>How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?</li> </ol>
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4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

#### **Overarching Vision for Strong Family and Community Ties at AHS:**

AHS is committed to creating strong family and community ties through a genuine partnership grounded in choice, voice and collaboration in an effort to increase student achievement. AHS believes when educators, parents and community groups work collaboratively to support learning, students tend to stay engaged, stay in school longer, enjoy their school experience. AHS has developed multiple tools for regular communication with scholars and families to foster their high expectations for student academic achievement. AHS provides a welcoming environment for all members of our learning community, including families and visitors, by ensuring that everyone is treated respectfully and that all voices are heard.

AHS's communication is reciprocal, on-going, and varied. In addition, the school leadership has ensured that there is regular communication between the school and its students and families and that this communication informs families of the high expectations for student academic achievement and social-emotional development. In order to enrich the culture of the school and advance the civic life of our school building families at AHS will have multiple avenues to engage with the greater community to address challenges, support student development, and celebrate learning and student growth and accomplishments.

In order to increase family and community engagement, AHS is committed to utilizing all of the following conduits for building strong family and community relations to support scholar achievement:

- **Communication:** Collaborative Learning Environment Technology, parent engagement block, targeted family and community outreach, community newsletters, internal needs assessment (survey), monthly progress reports, academic events, community celebrations/ gatherings
- **Collaboration:** Family Workshops, Family Center, On-line resources, community building events, technology, college application and financial-aid workshops, and other supports identified by families
- **Support:** CBO's facilitate supports for families in crisis, pathways to graduation: individual parent conferences, learning at home strategies, adult education (introductory auto repair, welding, technology certificates)

#### **Collaborative Learning Environment Technology:**

A learning management system designed to support student learning, facilitate communication and collaboration, and improve teacher practice. All stakeholders will utilize the on-line platform, minimally on a weekly basis, to monitor academic and socio-emotional progress as well as attendance. The platform is web-based and accessible 24 hours per day seven days per week via any web browser.

#### **Family Engagement Block:**

Teachers will use Family Engagement Tuesdays to communicate with families via telephone, email, face to face, and/or written correspondence including but not limited to memos, newsletters, or letters. Teachers will document all outreach on Skedula.

**Family Outreach:** AHS will host a freshmen orientation, curriculum night, family week, coffee and calls, and Principal's Coffee Talk as well as whole community celebrations a minimum of quarterly. Lastly, AHS will utilize all of the following to communicate our families: phone blast, backpack letters, and updates to the school's website.

**Community Outreach:** AHS will create a re-branding information pamphlet that will include the new expectations of an AHS scholar as well as highlight programs and areas of celebration within school community. This pamphlet will be presented to the community board members at the community board meetings with the intention of building support in the community as well as attracting local community scholars to the school. AHS will host an Open-House where prospective scholars as well as community members are invited to engage with the school community and receive informational materials regarding AHS.

**Community Building Events:** School community will participate in monthly community gatherings to address school needs and trends, themes, issues in the larger context as well as community celebrations, fiestas and programs. In addition, AHS will host a 9th grade ice cream social for 9th grade scholars to get to know each other and participate in community building events. AHS will host a battle of the grades where each grade works together with their advisors and participates in community building activities and relay races.

**Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Automotive High School will implement an authentic assessment event for the 9th & 10th Grade scholars to increase family engagement and in an effort to build community and support increased student outcomes.

Evidence of Success:

- By June 2016, 90% of AHS 9th and 10th grade scholars will have prepared and participated in the lower Institute Scholar Spring Showcase
- By June 2016, 100% of scholars will have completed an internal needs assessment as a concluding activity for the Lower Institute showcase

By April 2016, there will be a 10% increase in families who attend open-school night for 9th & 10th grade scholars

**Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>● 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).</li> <li>● Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><b><u>Collaborative Technology Platform</u></b></p>	<p>All members of the</p>	<p>Sept. 2015-2016</p>	<p>Faculty, CBOs,</p>

<p>An online school management system to empower teachers and instantly provide snapshots to parents and students to better drive instruction and learning will be used by all teachers in the school. A school-wide continued use of a technology Platform will be implemented for the 2015-2016 school year.</p> <p>To support and expand the use of this collaborative learning environment by our teachers, AHS will purchase the following equipment: Standard Educational Laptops for all pedagogical staff members during the 2015-2016 school year.</p>	<p>learning community</p>		<p>Administrative Team, HSRI team</p> <p>families, Students</p>
<p>School leaders will collaborate with PTA, Parent Coordinator, Technology Coordinator to develop a series of workshops for the parents around utilizing ECHO to communicate with the school stakeholders to support student achievement.</p> <p>Two professional development sessions facilitated by New Tech Network on the implementation of echo in the classroom and the proper use of technology to engage students.</p>	<p>All members of the learning community</p>	<p>Sept. 2015 - June 2016</p>	<p>All stakeholders</p>
<p><b><u>Academic Orientations</u></b></p> <p><b><u>9th Grade Orientation:</u></b> August 2015</p> <p><b><u>10th-12th Grade Orientation:</u></b> December 2015</p> <p>To foster further development of a partnership between our school and parents, AHS will host 9th - 12th grade orientations in August/September. Orientation for all incoming 9th- 12<sup>th</sup> Graders and their families. All school constituents, including teachers, Assistant Principals, Guidance Counselors, Team Coaches, Health Center and Advisors will be present and participate.</p>	<p>All members of the learning community</p>	<p>Aug./Sept.2015-2016</p>	<p>Faculty, CBOs,</p> <p>Administrative Team, SRI team</p> <p>Families, Students</p>

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>The following resources will be needed to implement the aforementioned action plan:</p> <ul style="list-style-type: none"> <li>• Funding for the purchasing of online technology</li> <li>• Funding for the purchase of laptops for teachers</li> <li>• Professional development from Central on increasing parent engagement</li> </ul>

- Budget for celebrations
- Building permits for celebrations

**Part 5b.** 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 SWP	X	Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By September 2015, Skedula will be purchased and made available to all stakeholders
- By October 2015, all teachers will be issued a laptop
- By December 2015, there will be a fully functioning PTA
- By February 2015, the school community will have hosted a minimum of three celebrations

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 6: Expanded Learning Time (ELT) Program Description

**Directions:** Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. 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. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Automotive High School will provide students with mandatory 7 additional hours of quality expanded learning time embedded in the regular school day, in addition, students will be provided with targeted extended learning opportunities after each school day T-F, from 4:00 - 5:00 for a total of 4 hours per week.

Evidence of Success:

- By June 2015, the graduation rate for Automotive High School will be 54.7%
- By June 2015, 80% of 9th and 10th graders will have gained at least 10 credits

By June 2015, Regents results, for students in the bottom third will improve from XX% to XX%

### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

### **Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● What new content areas and opportunities will be offered to students?</li> <li>● Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> </ul>

- 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.
  - How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
  - How will outreach be made to families?
- The School has created a student schedule that builds 4 hours of the expanded learning time (ELT), by way of increased time on task and direct instruction, into the regular part of the school day. Additionally on Monday, students will be provided with two hours of enrichment activities including clubs, tutoring, homework help, and SAT Prep (see Section 7 for more details). Lastly, students will be provided with individualized targeted assistance through an expanded learning time program that runs from 4:00-6:00 PM T-F. During these times, depending on student need, students will be given either tutoring, credit recovery, Regents Prep, or additional enrichment activities.

**Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** Who will implement the ELT program? Who will oversee the program?

1. 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.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The Principal and her cabinet, along with advice from the Automotive Senate, will implement the ELT program that is built into the regular school day. The Principal and CBO will collaboratively implement and oversee the Monday two hour afternoon enrichment and the T-F (4-5) ELT sessions.

**Part 4b.** Timeline for implementation and completion, including start and end dates.

The ELT program will be implemented in September 2015 and will conclude June 2016.

**Part 5 – ELT Budget and Resource Alignment**

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.  
*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

	<b>21<sup>st</sup> Century</b>	X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 6 – ELT Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By February 2015, the graduation rate for Automotive High School will be on track for 54.7%
- By February 2015, 80% of 9th and 10th graders will be on track to have gained at least 10 credits

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



## Section 7: Community School Description

**Directions:** The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

### **Part 1 – The Community School Program Goal(s)**

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The Community Learning School Program’s initiatives will result in the following:

The student attendance rate at the end of the 2015-2016 will be 80.9%

The student 4 year graduation rate will be 54.7%

The student 6 year graduation rate will be 68.8%

Regents completion rate will be 31.4%

The 4 year college readiness rate will be 20.7%

Student safety incidents will be reduced by 5% when compared to 2015.

### **Part 2 – Community School Program Description**

**Part 2a.** Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The Community School program aims to serve the entire school community.

Counseling in Schools (CiS) will continue to work with the most at risk students, while offering socio-emotional support and professional development for all staff. CiS engages in a pull-out program where scholars meet with counselors on a weekly basis during advisory to discuss their social-emotional needs and to provide the differentiated support that each at-risk scholar needs to be successful.

The CBO will offer ancillary programs to Automotive’s regularly appointed staff to address students’ social-emotional development by engaging in:

- restorative justice practices
- mandated counseling
- small group non-mandated
- whole group non-mandated
- individual non-mandated
- on an as needed basis as it is currently occurring
- extra-curricular activities and clubs
- Sharing student anecdotes,
- looking at student work,

- customising culturally relevant and socially responsible instruction
- analysing assessments particular instructional strategies connected to culturally responsive teaching will also be conducted.

Work to ensure initiatives and communication between Automotive staff and CBO staff/community

**Part 2b.** Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

AHS will pair with Counseling in Schools (CiS) and will hire a Community School Director by August 2015.

AHS will leverage the needs and asset assessment, and other critically important coordinating activities by September 2015.

AHS will use the needs and asset assessment to personalize programming and services to the needs of all students. They will do this personalizing by creating extra curricular clubs and activities for students to participate in as well as determining individual and group counseling support.

AHS will utilize the CBO to ensure parents and families feel welcome, attend parent-teacher conferences, and participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children.

AHS Principal and members of the Automotive Faculty Senate will meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use.

### **Part 3 – Community School Program Implementation and Oversight**

**Part 3a.** Who will implement the Community School program? Who will oversee the program?

4. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
5. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
6. Explain how you will evaluate the program to assess impact on student achievement.

Key personnel that will be responsible for implementing and overseeing the Community School program include the Principal and Automotive Faculty Senate (principally the Supportive Environment Committee)

The Principal will collaborate with key stakeholders (Parents, students, teachers, support staff) to determine the proposed scope of work for the CBO. The Principal will then meet with the CBO point person to refine the scope of work and include appropriate benchmarks. The Principal and the CBO point person will discuss the possibility of subcontracting required services not within the realm of the CBO. The CBO will be introduced to the school community during the summer PD. The CBO will participate in all school-wide functions including PD. In addition, the CBO will hold a seat on the Automotive Senate. The CBO will be a member of the PPT and will rotate through Teacher Team meetings using a schedule arrived at through collaboration of all stakeholders.

Community partners will be involved in AHS by working with all Automotive High School students on Mondays from 2:30 to 4:25. The ELT program is structured with the CBO by working with relevant Automotive Faculty Senate committee members during other professional work

AHS will evaluate the program through a quarterly determination of progress toward meeting the above stated benchmarks.

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

Community School functions will be essentially funded through the school renewal fund.

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

By July 2015, the Principal will collaborate with key stakeholders (Parents, students, teachers, support staff) to determine the proposed scope of work for the CBO.

By August 2015, the Principal will then meet with the CBO point person to refine the scope of work and include appropriate benchmarks. Further, the Principal and the CBO point person will discuss the possibility of subcontracting required services not within the realm of the CBO.

During the Summer Institute, the CBO will be introduced to the school community during the summer PD.

By January, 2016, the CBO will be a standing member of the PPT and will rotate through applicable Teacher Team meetings using a schedule arrived at through collaboration of all stakeholders.

Throughout the year, the CBO will participate in all school-wide functions. In addition, the CBO will hold a seat on the Automotive Senate.

**Section 8: 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ol style="list-style-type: none"> <li>1. Incoming ninth graders scoring between a 1 and low 2 on the 8th grade ELA assessment as well as upperclassmen that have failed a core ELA course.</li> <li>2. Students that have failed one or more ELA courses.</li> <li>3. Students struggling in ELA courses and/or who have failed the ELA Regents.</li> </ol>	<p>Students will engage in the various writing strategies that are the anchor of Writing is Strategic Inquiry (WiTSI).</p> <p>Students will be programmed for blended learning, which will be facilitated by a certified teacher to close gap areas and support students' completion of the coursework.</p> <p>Students will be programmed for extra help following their regularly scheduled school day on Tuesday through Friday.</p>	<p>Delivery of service will take the form of whole group, small group, and one-to-one as needed.</p> <p>Delivery of service will take the form of small group and one-to-one as needed.</p> <p>Delivery of service will take the form of small group and one-to-one as needed</p>	<p>Service will be provided during the school day.</p> <p>Service will be provided during the school day and after school.</p> <p>Services will be provided after the school day.</p>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. Incoming ninth graders scoring between a 1 and low 2 on the 8<sup>th</sup> grade Math assessment</li> <li>2. Students that have failed one or more math courses.</li> <li>3. Students that have failed a math course and/or corresponding Regents exam.</li> </ol>	<p>Students will engage in learning activities anchored in Metamorphosis Math strategies that are geared to bolstering students' conceptual knowledge of mathematics.</p> <p>Students will be programmed for blended learning, which will be facilitated by a</p>	<p>Delivery of service will take the form of whole group, small group and one-to-one as needed.</p> <p>Delivery will take the form of small group and one-to-one as needed.</p> <p>Delivery will take the form of small group and one-to-one as needed.</p>	<p>Service will be provided during the school day.</p> <p>Service will be provided during the school day and after school.</p> <p>Service will be provided during the school day and after school.</p>

		<p>certified teacher to close gap areas and support students' completion of coursework.</p> <p>Students will be programmed for extra-help following their regularly scheduled school day on Tuesday through Friday.</p>		
<b>Science</b>	<p>1. Students that have failed one or more science courses.</p> <p>2. Students that have failed one or more science courses and/or corresponding Regents exam</p>	<p>Students will be programmed for blended learning, which will be facilitated by a certified teacher to close gap areas and support students' completion of coursework.</p> <p>Students will be provided with extra help on Tuesday through Friday.</p>	<p>Delivery will take the form of small group or one-to-one.</p> <p>Delivery will take the form of small group or one-to-one</p>	<p>Service will be provided during school and after school.</p> <p>Service will be provided during school and after school</p>
<b>Social Studies</b>	<p>Students that have failed one or more science courses.</p> <p>2. Students that have failed one or more science courses and/or corresponding Regents exam.</p>	<p>Students will be programmed for blended learning, which will be facilitated by a certified teacher to close gap areas and support students' completion of coursework.</p> <p>Students will be provided with extra help on Tuesday through Frid</p>	<p>Delivery will take the form of small group or one-to-one.</p> <p>Delivery will take the form of small group or one-to-one.</p>	<p>Service will be provided during school and after school.</p> <p>Service will be provided during school and after school.</p>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students that are:</p> <ul style="list-style-type: none"> <li>● over-aged</li> <li>● under-credited</li> <li>● court involved</li> <li>● in temporary housing</li> </ul>	<p>Students will receive support from Guidance Counselors, school psychologist, advisors, and CBOs</p>	<p>Delivery will take the form of small group and/or one-to-one.</p>	<p>Services will be provided during and after school.</p>

	<ul style="list-style-type: none"><li>● gang affiliated</li><li>● identified as having drug/alcohol issues</li><li>● LGBT</li><li>● classified as Special Education</li></ul>			
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**Section 9: Career and Technical Education (CTE) Programs**  
***(Requirement for "Out of Time" Priority High Schools)***

**Directions:** In this section, provide a description of the Career and Technical Education (CTE) program offerings ***at schools in Good Standing*** that students in this school will have access to during the 2015-16 school year.

Automotive High School community provides all students relevant and meaningful career and technical education programs for acquiring high-level academic and workforce preparation skills. Students will be offered a full complement of courses to meet graduation requirements and be offered the opportunity to receive one of three distinct CTE-endorsed diploma tracks through the programs, Automotive Technology, Mechanical Engineering, or Graphic Arts. Additionally all three CTE programs will be guided by the state certified CTE curricula, and CTE content will be integrated where appropriate into the core curricula.

**Section 10: Professional Development Plan**  
**(Requirement for "Out of Time" Priority Schools)**

**Directions:** In this section, provide a description of the mandatory professional development that will be provided to school leadership and staff during the 2015-16 school year. Include any professional development that will occur during the summer months.

**One Week Summer Institute (August 3-7)**

**Summer Institute will include but not limited to all of the following professional development:**

1. Curricula Introduction and Unpacking (developed by school leaders in conjunction with SRI coaches) of EngageNY, SS, Advisory, CTE, etc
2. Professional Learning around Advisory component that includes all of the following: Curriculum unpacking, community building, Literacy component, school monthly themes, effective communication, college scaffolding scope and sequence, and club component
3. Professional learning around Shared Decision Making that includes all of the following: Robert's Rules of Order, working in teaching teams
4. Restorative Justice
5. Culturally relevant pedagogical practices
6. Authentic Assessment Team will present advisor's guide and rubrics to teachers in a 1 hour long unpacking of the "Lower Institute Scholar Spring Showcase"
7. One hour long introduction to the collaborative learning technology for all teachers

**September 2015**

**September will include professional development that is limited but not including all of the following:**

1. Engage ELA and Math, WITsi strategies (facilitated by SRI)
2. 1 Hour-unpacking/introduction to advisory and advisory curriculum
3. 30 minute PD review to staff from attendance team on attendance protocols and interventions.
4. 1 Hour on Restorative Justice
5. Instructional outcomes as outlined by Danielson
6. Designing common performance assessments
7. Designing a strong classroom culture
8. Using Hess's Rigor Matrix to design rigorous tasks
9. On-going professional development and coaching from school technology coordinator

**Ongoing Professional Development 2015-2016**

**Ongoing Professional Development cycles-Weekly (80 minute PD every Monday) Election Day, etc. will consist of group learning activities and individual coaching that includes, but not limited to all of the following:**

**Group Learning Activities:**

1. SRI PD for EngageNY and WITsi (multiple ongoing sessions approximately monthly)

Recurring curricula unpacking and adaptation throughout the year in order to ensure that EngageNY meets the needs of diverse learners

2. Recurring LASW (including assessments) and inquiry protocols in the teacher team context throughout the year for the purpose of curricula and/or pedagogical modifications

3. Advisory Committee PD for support around advisory curriculum and advisory classroom culture (once a month during community gatherings)

4. Recurring curricula unpacking and adaptation of curriculum throughout the year

5. PD for support around attendance protocols & interventions (once a month for 15 minutes during faculty conference)

6 . Advisory Committee meets weekly to discuss curriculum adaption, analyze data, plan professional development

7. All staff will meet multiple times weekly (across grades and departments) to ensure innovation, sharing of best practices, group approaches to meeting challenges and goals, consistency across classrooms, as well as ensuring student academic, social and emotional success and well-being. Teachers will plan units, lessons, projects and other student activities in teams. Units and Lessons will be planned around conceptual themes, course content requirements, learning objectives, essential questions et al.

8. Professional Learning time will support team planning, problem solving, unity and harmony. Automotive High School has a commitment to the horizontal and vertical alignment of curriculum, inquiry work and common planning. All teachers' circular 6 (professional activity) option will be required team meetings three (3) times weekly. Agendas for team meetings will be set by teachers in consultation with the focus on positive student outcomes and the steps toward or obstacles faced. Teacher team work will be reflected in all lesson and unit plans, attendance rates, credit accumulation and student outcomes. Teacher team work will change throughout the week to accommodate academic/cte alignment, grade teams and content teams.

Some examples of professional learning community structures that could be incorporated could include:

- Study Groups
- Coaching
- Mentoring
- Lesson Study
- Critical Friends Group
- Classroom walk-throughs focused on Learning

- Curriculum development in department teams
- Guided Inter-visitations
- Peer Observations
- Use of protocols (Tuning Protocol, Descriptive Review etc.)
- Video Club
- Teachers Teams that focus on Data Analysis (Looking at Student Work)
- Use of Case Studies (Zoom in on a student from all aspects from academic to social emotional aspects)

**Individual Coaching:**

1. School leaders will develop a spreadsheet (\*insert) link outlining when they will visit teachers to provide coaching feedback. Minimally each teacher should be seen once per month. School leaders will provide timely, low inference feedback, and strategic support and personalized next steps on the teachers instructional practices using the Danielson Framework for Instruction. Whenever appropriate UFT members will be invited to join in on this process.
2. SRI coaches will visit the school weekly and provide weekly feedback to specific teacher leads that is aligned to the Danielson Framework and provides actionable support and next steps. All members of the learning community will be invited to join in on these classes and debriefs as “fish bowls”
3. The Principal, the Director of School Renewal (DSR), and any members of the learning community that wish to join, will do a weekly “learning walk” of the classrooms and provide a “holistic” school wide report on observed practices and next steps.

**Professional Learning Opportunities Beyond the School Day:**

1. Outside professional opportunities and group or school-wide field trips.
2. 1-2 Day off-site staff retreat during January Regents Week
3. Groups of educators will conduct tours and learning visits of other schools to research and adopt best practices of other schools. Substitute teachers will cover classes during this time.

**Section 11: Title I Program Information**

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
<p>Strategies for recruiting staff:</p> <ol style="list-style-type: none"> <li>1. attend job fairs facilitated by New Visions for Public Schools.</li> <li>2. attend job fairs facilitated by the Department of Education.</li> <li>3. collaborate with local universities to recruit graduates.</li> <li>4. market vacancies by word of mouth by currently highly qualified employees</li> </ol> <p>Strategies for retaining staff:</p> <ol style="list-style-type: none"> <li>1. develop teacher leaders</li> <li>2. create opportunities for distributive leadership</li> <li>3. celebrate successes</li> <li>4. support a fully functioning teacher center</li> <li>5. offer Care for the Caregiver support through CBO</li> <li>6. allow staff to create clubs and activities that speak to their interests</li> </ol> <p>Professional Development:</p> <p>Refer to Section 10</p>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
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See section 10

**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).

**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/information, 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.

See "Effective Leadership" section

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	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> , section
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	276,465.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,786,119.00		

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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):** To 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/RSCEP.

- **Title I Priority and Focus School Improvement Funding:** To 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 an 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 12: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 RSCEP 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's Title I Parent Advisory Council (PAC) 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.

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**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. **[Automotive High School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **[Automotive High School]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 1<sup>st</sup> 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**

**[Automotive High School]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a 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 on 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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 choice. 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
- 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

**Part C: Professional Development**

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

**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.
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>610</b>
School Name <b>Automotive High School</b>		

### 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 ENL teacher, and one parent.

Principal <b>Caterina Lafergola</b>	Assistant Principal <b>Jennifer Surage</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>type here</b>	School Counselor <b>Y. Jones, L. Summers</b>
Teacher/Subject Area <b>Betty Nguyen - ESL</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>Alex Kenyon - Sp. Ed.</b>	Parent Coordinator <b>Regina Powell</b>
Related-Service Provider <b>K. Brothers - SW</b>	Borough Field Support Center Staff Member <b>N/A</b>
Superintendent <b>M. Alcoff</b>	Other (Name and Title) <b>N/A</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>365</b>	Total number of ELLs	<b>30</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>										0	0	0	0	0
<b>Dual Language</b>										0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	30	<b>Newcomers</b> (ELLs receiving service 0-3 years)	5	<b>ELL Students with Disabilities</b>	12
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	15	<b>Long-Term</b> (ELLs receiving service 7 or more years)	10

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0								0
<b>DL</b>										0
<b>ENL</b>										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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**Freestanding English as a New 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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

**FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 

Many of our ENLs have low literacy skills in both their native language and in English. A number of our ENLs are also classified as SWD. As such, their literacy levels, strengths and needs, are regularly assessed by the ENL and the Special Education Coordinator at Automotive high school using a variety of materials.

The first assessment that the ENL 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 ENL 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 ENL 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 ENLs. These programs help students stay interested in reading, and help the ENL 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 ENL students, and a custom Benchmark exam for intermediate and Beginner ENLs. The purpose of these exams is to test the four modalities, and student's ELA knowledge.

Some of our ENLs also have IEPs that mandate alternative testing. Teachers of these students, which span content areas are required to assess these students alternatively. These ENLs receive various forms of assessment to ensure that their IEPs are being met, and that the students are demonstrating evidence of the Common Core Learning 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 ENL 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 ENL team to differentiate instruction, and educate the whole child. The ENL 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 performance levels (on the NYSITELL and NYSESLAT) and grades?

Most of our ENLs 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. The ENL team has concluded that advanced students will be more likely to achieve proficiency by the end of the year as a result of our push-in model and our adoption of Writing is Thinking through Strategic Inquiry. Although many of our ENLs are strong in some aspects of mastering a language, such as speaking, listening and basic reading, they need to be challenged and supported more in the content area classes to help bridge the gap that is attributable, in part to, language barriers. The ENL team is continuing to create various activities with a multitude of materials and technology to enhance the learning experience for our ENLs and SWDs.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO tool has revealed that many of the students at Automotive HS are strong listeners and speakers, but struggle with reading and writing. As a result, reading independently and reading a variety of works, which are appropriate to students' abilities, is practiced daily with all ENL students in their ENL classes. In addition, student comprehension, fluency, and ability to make text to self connections are monitored through individual written work, small and whole group discussions, and independent practice. Students engage in various forms of writing daily. Peer review is used to support build editing and proofreading skills. This approach helps students learn from one another, while supporting language acquisition and improved writing skills.

4. For each program, answer the following:

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

Patterns of proficiency vary across the ENL spectrum, however most students despite their proficiency level or grade, need support in reading and writing in English.

A. Due to fairly low literacy levels in their native languages, and the fact that most of our ENLs 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). ENLs 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. Internal, unified assessments developed by teachers help to shape our instruction. The ENL teacher as well as content area teachers review data stemming from these assessments during common planning time, and modify curriculum as well as plan interventions based on the results.

C. Periodic assessments tell us that our ENLs 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, assessments, and as supplemental materials. The rationale for this practice is that students need to build on their knowledge of their first language.

The school continues to emphasize reading strategies and writing strategies anchored in inquiry, specifically WITsi. Ninth and tenth grade interdisciplinary teacher teams are being trained in WITsi. These groups turnkey to non-team members during lunch and learn, Common Planning Time, and professional development Mondays. In addition to this, the ENL team designs activities to get students comfortable with a variety of rigorous texts through the use of modeling and appropriate scaffolding.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

6. How do you make sure that a student's new 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 ENL in the building by the ENL team. Analysis of this data considers the child's individual progress as well as his/her progress with respect to peer groups. Factors, including but not limited to: educational experience, home life, role in the school community, literacy level in the first language, and overall motivation are considered when assessing students' progress and making instructional decisions.

7. For dual language programs, answer the following:

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

c. How are EPs performing on State and other assessments?

Paste response to questions here:

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

The primary evaluation of our ENL program is determined on student growth within the modalities of the NYSESLAT, the ENL periodic assessment and the baseline assessments taken by ENLs in other classes. Simply stated, if students have developed their reading, writing, speaking, and listening skills in English, End of Year assessments should indicate growth when compared to baselines administered at the beginning of the school year.

In addition to these assessments, Regents examination results are analyzed by the ENL team to determine how student's fluency in English is affecting the child's performance. The ENL and the academic advisory committee track progress of how ELL students are performing outside of the ENL classroom. Student growth on assessments coupled with academic performance are reviewed throughout the year to determine where students might require additional support. Increased student outcomes as a well as increased participation in extra-curricular activities and/or socio-emotional growth are also indicators our the success of our ENL program.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Newcomer ENLs are not common at Automotive HS. 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 ENL team is notified by the staff. An informal interview with the student is administered. When we do have a student who is new to the system, the HLIS is administered, if it has not already been done. The ENL 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 Spanish, French Creole, and Italian. The ENL teacher also administers the LAB-R in English, as well as Spanish for Spanish speaking students within ten days of admittance. 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

When a new admit comes to our school who is an ENL, the ENL teacher will invite the parents in for a conference with the student, their guidance counselor and the ENL 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, ENL 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 the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The ENL team issues entitlement letters, parent surveys and program selection forms. Members of the ENL team call homes, send reminder letters, and transmit emails (if email addresses are on file) if the school does not receive letters back. Parents of newcomers are also invited to attend the Parent Teacher Conferences in the Fall and Spring 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 ENL teacher's classroom, in a locked file cabinet, and periodically reviewed for follow-up.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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, and are periodically reviewed for follow up. The ENL teacher

interviews students and places them in the appropriate level of ENL based on their LAB-R results and interviews. Our ENL teacher conducts this interview and administers the form. Parents and students are assisted, as needed, by in-house personnel fluent in the native language of the family. Currently, we have staff who speak Spanish, French Creole, and Italian. Students who have already been admitted to a NYC school are programmed for ENL 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 ENL. 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 ENL program. Nonetheless, the ENL team tracks 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 ENL students annually and in their native languages.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

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. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Most of our parents have not chosen a program outside of the free-standing ENL program. This year, three parents requested a Bilingual program for their child. Their names have 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 "ENL" remain ENL. Currently, 30 students receive ENL services.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Personalized telephone calls are made by various members of our school community to ensure that Parent Surveys and Program Selection forms are returned in a timely manner.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Checklists are used to identify to whom Parent Surveys and Program Selection forms have been distributed. Names are stricken from the lists upon the return of the materials. Communication to homes is logged via Skedula.
9. Describe how your school ensures that placement parent notification letters are distributed. Parent Notification letters are distributed via snail mail and backpacked home with students.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ENL documentation is filed individually for each ENL student in our school community. These files are retained in a secure file cabinet in a central location within our learning community.
11. 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. Families and students are informed of the testing period a minimum of two weeks in advance of administration. A secure testing area is established, traditionally our Learning Center, where the assessments are administered. Students are given accommodations when appropriate. In addition, students are given breakfast, lunch, and snacks. Students that are absent are tested once they return to school.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters are distributed via snail mail and backpacked home with students.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The majority of parents at Automotive High School elect a free standing program, which is what our school offers.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.  
Beginner students are placed in a standalone class, taught by the ENL teacher one period per day per week. The class is ungraded. Intermediate and advanced students are programmed for a push-in model, where the ENL teacher pushes into the content area classes, highlighted by heterogenous grouping.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Automotive High School has several special education teachers, ELA teachers, an ENL teacher, and a speech specialist to ensure that student's various needs are being met. Only Beginner ENL students are programmed for a stand-alone period of ENL. That class meets daily for 50 minutes per day. All other students receive push-in services in the ELA classes as well as other core content areas utilizing the time allocations mandated by CR Part 154.2.
3. Describe how core content is delivered in each program model. 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. The ENL teacher, who pushes into core content areas, collaborates with the general education teacher during common planning time at least once per week. A variety of instructional scaffolds, including but not limited to a buddy system as well as word walls and glossaries are used to support ENL students. ENL students have access to NYS content area Regents exams (with the exception of ELA) 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.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Each year, we conduct informal assessments to determine the native language levels of our ENL 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 ENL midterm, informal regular exams include all four modalities. The ENL benchmark focused on reading and listening comprehension, with an informal component for teacher use that included a speaking and writing component.  
Aside from these formal exams, Student are given assessments daily and weekly to assess their abilities in all four modalities. Assessments are modified depending on student ability within the modalities (for example, an advanced group may take a vocabulary quiz, where the small beginner group will have a dictation of vocabulary words) These assessments are designed by the ESL and literacy teacher with the NYSESLAT, NYS English, Global and American History and Government regents and common core in mind. This way, students are being assessed according to the CCSS, and are receiving practice completing activities they will need to complete on various assessments in their high school career. When completing informal assessments, students and teachers share and analyze student responses so students can learn from one another and see where they can improve.
6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The ENL teacher uses the same grade level materials, instructional and differentiation (described above) strategies for ENL-SWDs as she uses for her ENL 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 ENL whose IEP mandates bilingual instruction, we would provide ENL 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.) ENLs' IEPs are made available to the ENL teacher so she is aware of the students' special needs, including their language needs

8. 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 ENL teacher uses the same grade level materials, instructional and differentiation (described above) strategies for ENL-SWDs as she uses for her ENL 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 ENL whose IEP mandates bilingual instruction, we would provide ENL 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.) ENLs' IEPs are made available to the ENL teacher so she is aware of the students' special needs, including their language needs

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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.

Chart

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

### CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

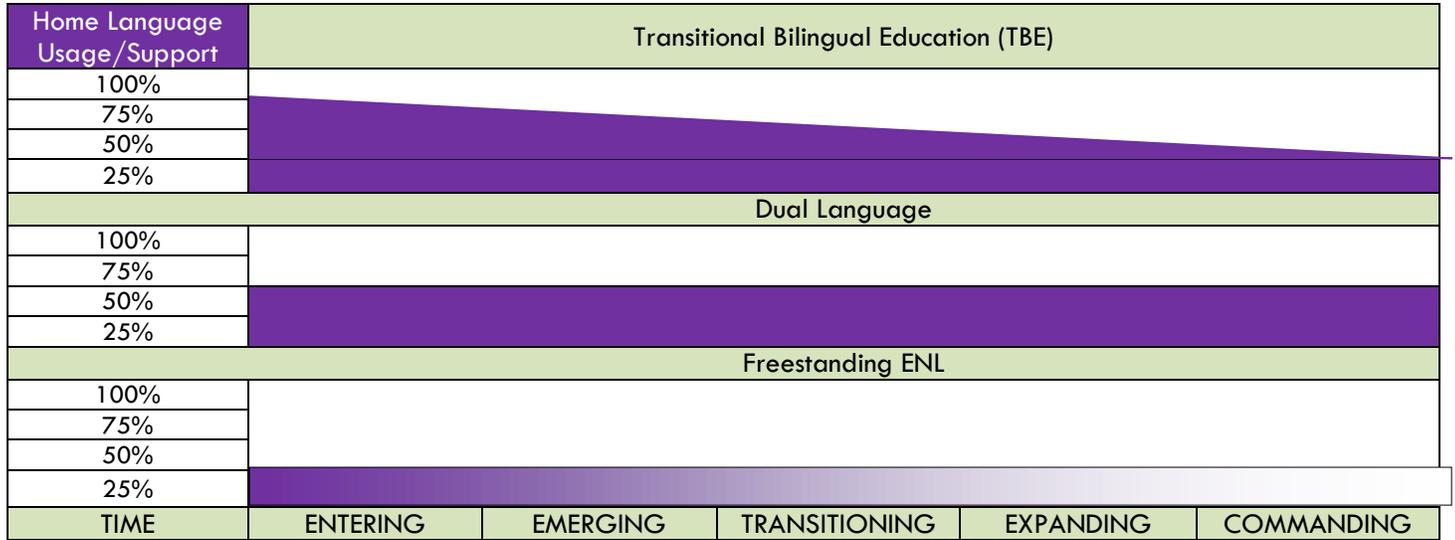


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
11. 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.
12. 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.
13. What programs/services for ELLs will be discontinued and why?  
Currently, we have no programs that we will be discontinuing for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All programs at Automotive High School are made available to all students. ELL students have access to additional supports after school via tutoring.
15. What instructional materials, including technology, are used to support ELLs? Include core 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
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.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Paste response to question here:
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
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.
19. What language electives are offered to ELLs?  
Automotive High School currently offers a full year in Italian to all students.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**Paste response to question here:**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
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. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
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. 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. .
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
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. 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. .
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
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.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents are invited in, at a time that is mutually agreed upon, to discuss the goals of the program, language development progress, language proficiency assessment results, and language development needs for all content areas. Translation, when needed, is provided by in-house personnel. External translation services are secured when necessary.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Records are kept on Skedula and Google drive. Outreach efforts are also memorialized electronically. Hard copies are placed in students' files.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

In spite of the numerous celebratory functions held at our school, ELL parent involvement is minimal.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our CBO, Counseling in Schools, works collaboratively with us to support the needs of ELL parents via workshops and services.

5. How do you evaluate the needs of the parents?

We evaluate parents' needs through discussion and surveys.

6. How do your parental involvement activities address the needs of the parents?

Since we do not get feedback regarding students needs our involvement activities are relegated to celebrations and informational sessions.

### D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs.

You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

## Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: 14K610 School Name: Automotive HS  
Superintendent: Alcoff

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Oral communication preference is determined when a family contacts and/or visits our school as well as by ATS Reports and Student Emergency Contact cards. Written communication preference is determined via verbal communication with families as well as via HLIS, ATS, and Student Emergency Contact cards.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Preferred languages are English, Spanish, Creole, and Urdu.

### Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Handbooks - September

Parent-Teacher conference announcements - September, November, March, and May

After-School Program Information - August and September

Testing Dates - December and May

Letters from school leadership - ongoing

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Freshmen Orientation - August

Back-to-School Night - September

Parent Teacher Conferences

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Interpretation services will be provided by the Translation and Interpretation Unit when an in-house staff member is unable to accomplish the task.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Verbal interpretation will be provided by the Translation and Interpretation Unit when in-house staff is unavailable to accomplish the task.

### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members will be made aware of how to use translation services via messaging at staff meetings.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Parental notification requirements will be translated via translation and interpretation services when in-house personnel is unable to accomplish the task.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school will utilize parent surveys to gather feedback from parents on the quality and availability of services.