Auburn Enlarged City School District Graduation Plan

2010 Target

By the year ending 2010, the AECSD will increase the graduation rate from 63% to 80% for the 2006 cohort.

By the year ending 2010, AECSD will decrease the dropout rate from 22% to 10 % for the 2006 cohort.

Auburn Enlarged City School District Goals

Building Leadership – All administrators, teachers, and support staff will assess current district and building performance data and put in place the means to achieve the district's core beliefs and values of superior achievement and equity for all.

Curriculum and Instruction – All staff will implement evidence-based practices that incorporate literacy as an integral part of all content area instruction. Students will competently apply reading, writing, critical thinking and problem solving skills to a variety of academic and real life tasks with the ultimate result of improved student achievement.

Performance - Supports for the school community, administrators, teachers, support staff, students, and parents will be put in place so that the subgroup populations will meet and exceed the standard (KPI) in English Language Arts and Mathematics as set by the New York State Education Department.

K-12 Immediate Priorities

Early Identification and Intervention: Identify students early who may be at risk of dropping out and provide appropriate interventions.

Literacy: Develop a literacy intervention program for students who are at risk.

2006-2010

K-12 Secondary Target Areas

Caring community: Implement strategies to build a positive, caring school climate where all students and staff feel respected and valued.

Student Engagement: Create a learning community that engages at risk students.

Mentoring: Develop a mentoring program that targets at risk students and their specific needs.

Graduation Plan Committee Members, July 2008

Names	Title
Maureen Baranick	Teacher
Susan Coomber	Teacher
Miquelina Cuevas-Post	Administrator
Meghan Dann	Teacher
Stephen Dunn	Administrator
Jeffrey Evener	Administrator
Ashley Finlon	Teacher
Michael Hayden	Administrator
Carolyn Hirst-Loucks	Administrator
Christine Hoskins-Tardibone	Counselor
Denise Hudson	Teacher
Stefan Kowalski	Teacher
Michael Losani	Teacher
Brain Morgan	Administrator
David Oliver	Administrator
Marie Phillips	Teacher
Deborah Rielly	Teacher
Keri Musso	Teacher
Erin Shurant	Counselor
Meg Tenity	Teacher
MaryJo Turner	Teacher
Ski-Yaun Ware	Counselor

Action Item	Owner	Time Frame
Early Identification and Intervention: Identify reasons students drop out by:		
Regular At-Risk Team meetings at each level K-5, 6-8, and 9-12 to identify potential dropouts and to review previously identified students' progress – attendance, discipline referrals, core subject grades, and state assessment performance. • Implementation of At-Risk Profile - To be used during At-Risk Team meetings for the purpose of identifying students at risk for dropping out of school - The At-Risk teams may include: Administrators, Counselors, Psychologist, Nurse, Social Workers, SRO, Attendance Clerks, Teachers, etc. - Frequency of meetings: high school every marking period; middle schools weekly; elementary schools every marking period - The profile will be a leveled tool where multiple factors demonstrate increased risk: High (3 points), Moderate (2 points) and Low (1 point). At-Risk Profile will follow the student through their educational experience - Pertinent information will be shared with stakeholders	Building At-Risk Teams	Ongoing
As reasons have been identified why students have not completed diploma requirements through exit interviews, surveys of GED enrollees, the data will be reviewed and shared with building leaders to make modifications within the building. • See Auburn Enlarged City School District Survey of GED Students • See Auburn Enlarged City School District Exit Survey	Jerry Salvage (GED Test Administrator), Barbara Case (CFL), school counselors, high school administration	Ongoing
Administer an exit survey for building use at fifth grade and eighth grade levels. *Revise the eighth grade level survey and pass out to team	Appropriate grade level teachers Building Administrators	Ongoing 2008-2009
 Identify and provide supports that at-risk student behaviors and strengthen students' academic and social skills. Inform the community of program and services that are available. Disseminate information at school and community events Update the menu of supports available i.e. website, newsletters, brochures Academic Mentoring Program Academic Intervention Services Resiliency Project Clubs at AHS Before and After School Programs 	Administrations, counselors, social workers, and school psychologists	Ongoing

 Booker T. Washington Community Center of Auburn, NY Extra-Curricular Activities Y-Pals 		
 Tutoring Services Psychological Supports Occupational Outlook Handbook: (Department of Labor) Cayuga Works College Universities Confidential Help for Alcohol and Drugs (CHAD) Etc. 		
Inform teachers, counselors, and administrators of the students assessed to be at-risk. Elementary and middle students are identified from At-Risk meetings. High School students encompass students from School Within a School, Peer Mentoring/Counselor Watch, and At-Risk meetings. The primary goal is for students to graduate within four years after entering high school. • Cluster students in courses, matched with teachers' skills 1. Principals 2. Counselors • As appropriate, pair students with a peer or adult mentor (i.e. Peer Mentoring Program, Student Advisor Program, Volunteer Teacher Mentoring, etc.) 1. Administrators and counselor • Notify heads of clubs, teams about at-risk students in programs so that they can support students 1. Principals 2. Athletic Director • Recognize performance in academics, attendance, and behavior. Consistently inform students of successes 1. Teachers 2. Administrators • Require progress reports (print and/or face-to-face meetings) for each identified at-risk student. 1. Teachers	All Stakeholders	Ongoing
Provide opportunities for students to develop adult and peer relationships so as to stay connected to the school. Continue the Student Advisor Program Home visits when possible College Kick Off, Financial Aid Night, College Night, Parent/Teacher Conferences, Curriculum Night - Personal invitation via a phone call for at-risk students	All Stakeholders	Ongoing

Support the Attendance Policy (adopted 2006) – Phone Calls/Postcard after five absences per marking period in order to build positive relationships (model expectations) 1. Teachers Communicate importance of extra-curricular involvement 1. Club Advisors will monitor enrollment and attendance at meetings 2. Student Government – Transition Plan e.g. Middle School Presentation Support Group – Provide after school opportunities i.e. team building, STOMP at EMS, STEP Club at AHS, Environmental Club at WMS, and service projects 1. Principals, School Counselors, and Teachers 2. Pilot in School Within a School a structured study hall that has a focus on study skills and student advisory Ongoing Maintaining a focus on post-secondary opportunities throughout secondary school. Funding for activities that have an associated cost will come from the Auburn Educational Foundation Future of Opportunities Program. School counselors begin to teach Goal Setting skills to all sixth graders Consider how to teach parents Goal Setting skills with parents Identify 20 target students per building. Ten seventh graders and 10 eighth graders per building to focus on post-secondary opportunities. This group will be referred to as TOPS (Tapping Our Potential for Success) Secondary Building Administration Ongoing The 10 seventh grade students identified will attend an eight-day team building and goals School Counselors setting program at Affinity Farm through BOCES in July Spring 2008 The identified group will be encouraged to attend an after-school program and its activities July 2008 CCC Visit for 7th grade targeted group students (first year 7th and 8th) The identified group of students will participate in goal setting with the school counselors 2nd, 3rd, 4th, and 5th marking periods The evening events will have food provided for parents and students. We can provide pasta dinners with an estimated cost of \$300 per dinner. We can also partner with BOCES Culinary Arts program as guest chefs. Requests for different cultural foods such as Ukrainian, German, Polish, etc. These evening events could be held at the following locations: CCC, YMCA, Polish Falcons, Emerson Park, Auburn Public Theatre, etc. Imbedding into the events Guest One per semester Volunteers to greet and serve food such as elementary teachers that students loved, coaches, football players, representatives from the Dance programs in the community 1. First semester kick-off event with students and parents. Parents will be invited to

learn how to develop goals and monitor the goal setting process. These goals can be both academic and home related. Include this activity as part of the Orientation Event for this target group. This kick-off event will be held at AHS on October 30, 2007 from 5:30-8 PM. Dinner will be served and the counselors will review goal setting

October 2008

with parents and students, as well as, discussing post-secondary opportunities. Students and parents will then be encouraged to walk through the College Night tables and see what opportunities are available. Transportation and childcare will be made available. A survey will be administered to determine parent needs and programming. Estimated cost of \$115 for transportation 2. Second semester Parent Night program will be determined based on the survey. Include imbedding ideas and plans for post-secondary opportunities. Explore partnering with EPIC and sharing 9 th Grade Team • One Additional Financial Aid Nights at BTW for economically disadvantaged and black high school students and parents. Have CCC, HEOP, and a financial aid representative and/or alumni from a black college at events. Invite speakers from Higher Education Opportunity Office (HEOP) to meet with students and parents. They will share college opportunities, as well as, financial and academic assistance		Late February 2009	
 Telephone calls just prior to the event will accompany written invitations Advertise at local churches and McDonalds As part of Career Days at all secondary schools, we will include a section of mandatory college/trade preparation. It may be helpful to have someone from the Department of Labor. Expectations of employers stressed in presentations for students (attendance, work ethic, dress, writing, etc) Utilizing community partnerships to expose students to post-secondary alternatives by allowing students to use free tickets to collegiate games. When possible, combine this with a college tour/visit. Allow \$600 per year for transportation College visit in the Spring which may include a union apprenticeship and technology schools (i.e. Syracuse, LeMoyne, Cortland, Oswego, Wells, Ithaca, CCC, Morrisville, ITT, Bryant and Stratton, OCC, and union apprenticeship – electricians, pipe fitters, plumbers. The visits will include: Welcome, Breakout activity, Orientation tour, lunch, meet with former Auburn students, discussion of making good choices, and Admissions Officer. Estimated costs at \$600 per trip 	High School Counselors will coordinate		Carolyn HirstLoucks 7/30/08 7:54 AM Formatted: Indent: Left: 0.31", Hanging: 0.26", Bulleted + Level: 2 + Aligned at: 1.28" + Tab after: 1.53" + Indent at: 1.53", Tabs:Not at 1.53"
Continue to develop a plan to inform and support parents and children of the benefits of learning and the consequences of dropping out. Begin in elementary school. • Distributing brochures on possibility of diploma attainment - Distributed during Curriculum Night, Conference Night, etc. • Display Salary Expectations Based on Diploma Earned poster	Building leaders, teachers	Ongoing	
Continue the practice of collaboratively looking at student work so that data can be collected to influence program content and delivery at the elementary level and expand into the middle and high school level • Analysis by department of performance on assessments. 1. Department Heads • Examine deficits and solutions	Principals and Subject Matter Supervisors	Ongoing	

 Grade-level meetings Department Meetings Faculty Meetings Institute CASL: Collaborative Assessment of Student Learning throughout the district Faculty Meetings Grade-level/Team/Department meetings School Within A School 		
 Literacy: Teams representing Grades K-12 will develop and use tiered interventions with students Consist of building principals, assistant principals, school counselors, all AIS teachers, general education teachers, psychologists, ESL/foreign language, aides, speech therapists, special education teachers AIS will be set up deliberately to provide consistent support to meet individual student needs—driven by research-based assessment results Establish congruency by providing collaboration between subject area teacher and AIS staff to support curriculum with appropriate practice/assignments to extend the learning. AIS teachers will provide all general education teachers with a list of students receiving this service. AIS teachers will participate in content-appropriate department meetings, alternating when necessary (i.e. ELA AIS attending both English and Social Studies, Math AIS attending both Math and Science) 	Stakeholders	On-Going for K-5 2009-10 for 6-8 2010-11 for 9-12
Explore scheduling options at the secondary level to provide time for AIS teachers to observe general education classrooms Development of district-wide literacy team to examine data, strategies, and results at all levels and for	Building Administrators Supervisors	2008-2009
 all subject areas Consist of building principals, assistant principals at middle and high levels, subject area supervisor, guidance, AIS teachers representing all levels, classroom teachers (K-12), psychologists, speech therapists, special education teachers, and literacy coaches Define literacy in terms of facility in reading/writing/speaking/listening/thinking at all grade levels to 	Supervisor, literacy coach	2008-2009
 prepare students for post-secondary education and careers Review and revise district ELA curriculum to align with state competencies 		2008-2009

Identify strategies to enhance literacy development at all grade levels to prepare students for post- secondary education and careers • Focus on six research-based reading instructional methods including: readiness/phonemic awareness, phonics/decoding, fluency, vocabulary/word recognition, comprehension, and higher order literacy including evaluation, synthesis, and interpretation across K-12 as	Subject Supervisors	
 appropriate Create opportunities to enhance literacy development across content areas Create resources to support all areas of reading/writing instruction across content areas Continue to expand the RTI/AIS FileMaker database. All stakeholders will utilize the database. Training for FileMaker will be provided as needed 	Subject area supervisors, 6-12 literacy team, K-5 literacy team (identified below)	Ongoing K-8 2009-10 9-12 Ongoing K-12
Implement the literacy intervention program for students at risk K-12		
 Disseminate the Response to Intervention (RTI) Procedures to teachers K-8 Follow criteria for determining eligibility as outlined in the AIS Plan Utilize reading assessment for secondary students to determine individual strengths and weaknesses 	K-12 classroom teachers, subject area coordinators, K-12 literacy teams and coaches Supervisor	Ongoing
 Educate and involve parents/care givers/community members in literacy efforts Share the efforts of the District and encourage outside support with District Parent Council Brainstorm with groups (i.e. Site-based teams, Literacy Volunteers, Rotary, etc.) what and how the parent/community can foster literacy within the home. Act upon recommendations Individual buildings explore opportunities to gather and share information with AIS parents 	Stakeholders	
	District-based, Site-based teams, literacy teams, and community organizations	

Forms and Documents

Elementary

- **★** At-Risk profile
- **★** At-Risk summary sheet
- **É** Exit survey

Secondary

- **★** At-Risk profile
- **É** Exit survey
- **₡** GED survey
- **Student Advisory Application**

At-Risk Profile for Elementary Students

At-Risk Factors:		At-Risk Factors:	
High (3 points)	Check	Moderate (2 points)	Check
Using/Possession Drugs or Alcohol		Little Parental Support	
History of Abuse – Physical and/or Sexual		Mental Health Issues e.g. Depression	
Violent Behavior(s) - Bullying, Threats, etc.		Attitude: No Adults in Community to Help	
Fighting		Attitude: Believe Teachers Do Not Care	
Carrying Weapons		Family or Personal Crisis	
Suspension From School More Than One Time		Retention/One Time	
Retention/More Than Once			
Suicide Attempt(s)		Low (1 point)	
		Student with a Disability	
Moderate (2 points)		Victim of Bullying	
Mobility: Two or more moves in a year		Attitude: Feeling Discriminated Against	
Failed Two or More Core Subjects		Being in a Single Parent Household	
Attitude: Does Not Enjoy School/Disengaged		Parents without High School Diploma	
Scoring – Level 1 or 2 on ELA and/or Math Test		Having Gender Identification Issues	
Lack of Participation in Activities		Economically Disadvantaged	
Poor Social Skills		Non-Caucasian Ethnic background	
Irregular Attendance, Less then 85%		Smoking	
Lacks supervision at home		Parent(s) First Language is not English	
·	·	Other:	

Elementary School At-Risk Student Profile

Name:	S	chool:	_
Completed By:	Date Con	mpleted:	
FACTORS	INTERVENTIONS	DATES	COMMENTS
Early K Start DOB			
Pre-K/Head Start			
Summer School			
Mental Health Counseling:			
Medication(s) Physical Health			
PINS			
CPS			
Assessments			
FIB			
Dial			
DIBELS			
NYS			
Other			

Elementary Students At-Risk Summary Sheet

Name Students	Grade	Retained? Grade?	Math	ELS Mid	End	Fox	IEP	CST	MHP	DIAL	Attended PreK?
1.											
2.											
3.											
4.											
5. 6.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
18.											
19.											
20.											
21.											
22.											
23.											

9.

a positive experience?

Auburn Enlarged City School District
Elementary Exit Survey – To be administered to all fifth graders in June
** After building review, survey will be placed in Career Folder

Name	9:		Date:		
Age:	School:	<u> </u>	Male/Female:		
1.	What did you like best about eleTeachersSOther_	Subjects	Activities	Peers	
	Why?				
2.	Rate how well you like each of the enjoyable for each):	he following subject	areas (Circle 1 for least e	enjoyable; 5 most	
	1 2 3 4 5 ELA 1 2 3 4 5 Social Studies 1 2 3 4 5 Band/Orchestra 1 2 3 4 5 Other	1 2 3 4 5 1 2 3 4 5		5 Science 5 Music	
3.	What did you like least about ele	ementary school? Pi	ck one .		
	TeachersS Other	Subjects	Activities	Peers	
	Why?				
4.	What do you most look forward	to in middle school?			
5.	What is one thing that would he	lp you to be more su	ccessful in school?		
6.	Which adult(s) in school do youTeachers	Psychologist	Principal	_SRO	Carolyn HirstLoucks 7/30/08 7:54 AM Formatted: Indent: Hanging: 0.75",
	Social Worker	Other			Numbered + Level: 1 + Numbering Style: 1, 2, 3, + Start at: 6 + Alignment: Left + Aligned at: 0.25" + Tab after: 0.75" +
7.	What would you like to do after Work Other	College	Military		Angried at. 0.25 + 1ab after. 0.75 + Indent at: 0.75", Tabs:Not at 0.75"
	OuiGi			_	

Is there anything the middle school principals, counselors, or teachers can do to help you have

At-Risk Profile for Secondary Students

At-Risk Factors:		At-Risk Factors:	
High (3 points)	Check	Moderate (2 points)	Check
Using/Possession Drugs or Alcohol		Little Parental Support	
Two or More Sex Partners/Unwanted Sexual Encounters		Mental Health Issues e.g. Depression	
Teen Pregnancy		Attitude: No Adults in Community to Help	
Violent Behavior(s) - Bullying, Threats, etc.		Attitude: Believe Teachers Do Not Care	
Fighting		Family or Personal Crisis	
Carrying Weapons		Retention/One Time	
Suspension From School More Than One Time			
Retention/More Than Once		Low (1 point)	
Suicide Attempt(s)		Student with a Disability	
History with the Legal System		Victim of Bullying	
		Attitude: Feeling Discriminated Against	
Moderate (2 points)		Being in a Single Parent Household	
Failed Two or More Core Subjects		Parents without High School Diploma	
Attitude: Does Not Enjoy School/Disengaged		Having Gender Identification Issues	
Scoring – Level 1 or 2 on ELA and/or Math Test		Economically Disadvantaged	
Lack of Participation in Activities		Non-Caucasian Ethnic background	
Poor Social Skills		Smoking	
Irregular Attendance, Less then 85%		Parent(s) First Language is not English	
Mobility: Two or more moves in a year		Other:	

^{*} Identification for School Within a School participation - Incoming ninth grade students with scores between 10 and 20.

Secondary At-Risk Students

Name: Date of	initial referral:	
Date:	Notes:	Referred by:

Auburn Enlarged City School District

Middle School Exit Survey – To be administered to all eighth graders in May/June

** After building review, survey will be placed in Career Folder

Name Age:	s: School:	Date: Male/Female:	
1.	What I like the best about middle school (Choose	one)	
	TeachersSubjectsActivities	SportsPeers Other	
2.	What I like the least about middle school (Choose	e one)	
	TeachersSubjectsActivities	SportsPeers Other	
3.	Rate how well you like each of the following subjenjoyable for each):	ct areas (Circle 1 for least enjoyable; 5 most	
		5 Math 1 2 3 4 5 Science 5 Art 1 2 3 4 5 Music 5 PE	
	What would you like to study and what activities wo		
	To be successful in high school I need		
6.	Which adult(s) in school do you feel most comfortaTeachersTeacher ABuilding AdministratorCounselorSocial WorkerOther	le talking to? Pick one . sistantPsychologistSRO	Carolyn HirstLoucks 7/30/08 7:54 AM Formatted: Indent: Hanging: 0.5", Numbered + Level: 1 + Numbering Style: 1, 2, 3, + Start at: 6 + Alignment: Left + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5", Tabs:Not at 0.5"
7.	look forward to	in high school.	Carolyn HirstLoucks 7/30/08 7:54 AM
		e what I would like to do after high school est speakerJob Shadowing ler	Formatted: Indent: Hanging: 0.5", Numbered + Level: 1 + Numbering Style: 1, 2, 3, + Start at: 6 + Alignment: Left + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5", Tabs:Not at 0.5"
9.	What would you like to do after high school? WorkCollegeAdditional Training in Skilled Craft	Military Other	Carolyn HirstLoucks 7/30/08 7:54 AM Formatted: Indent: Left: 0", Hanging: 0.39", Numbered + Level: 1 + Numbering Style: 1, 2, 3, + Start at: 6 + Alignment: Left + Aligned at: 0.25" + Tab after: 0.5" Indent at: 0.5", Tabs:Not at 0.5"

Auburn Enlarged City School District Exit Survey for Completing Seniors

	1.	What did you like best about your high school experience?
I	2.	What did you like least about your high school experience?
I	3.	What is the biggest reason(s) why you were able to complete high school?
I	4.	What were the factors that helped you complete high school?
I	5.	What staff member(s) have you felt most comfortable with talking to?
	6.	What plans do you have for <u>education</u> ?
		What plans do you have for work?
		What other goals do you have?
	7.	Is there anything the school district can do to better prepare future students for success?
		 age grade level number units to date M/F ethnicity economic status

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Auburn Enlarged City School District Exit Survey for Non-completers

	1.	What did you	u like best about your hig	h school experience?
[2.	_What did you	like least about your high	school experience?
	3.	_What is the bi	ggest reason(s) why you	chose to leave high school?
	4	_What could sc	shool personnel have done	e to keep you in school?
	<u>5.</u>	_Which adult s	taff member did you feel	most comfortable talking to?
	<u>6.</u>	_What plans do	you have for further edu	cation?
		What plans do	you have for work?	
		What other go	als do you have?	
	7.	_Is there anythi	ing the school district can	do to help you with your educational/career plans?
Sı	ımmary for	Student Not Co	ompleting School (to be c	ompleted by counselor)
		age	grade level	number units to date
		M/F	ethnicity	economic status
	Description	on of reason for	leaving:	

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Auburn Enlarged City School District Survey of GED Students When Sitting for Exam

Name:				GED Test I	Date:
Gender	_ Date las	st attended s	school:		
1. Please	indicate how the fac	tors did or did	d not play a part in ye	our decision to ston	attending school
No Importance			Fairly Important		
course grades peer relationships work/job support of family didn't like being he	 ere	faculty attend	ng rules y relationships ance f day for school		
Other: Please desc	eribe:				<u></u>
topic:		-	iting the number that		opinion next to the
Never Enjoyable 1	Rarely Enjoyable 2	Average 3	Fairly Enjoyable 4		Not Applicable na
Phys. Ed. English Social Studies Vocational Course		s Language	Music/Art Math Science		
	ns for the next five y	ears are to: F	Please write the numb	ber that most closely	matches your
Won't Happen	Probably Not	Maybe 3		Very Like 5	ly
Work full time Continue educati Military Service	on in college	Conti	part time nue education in trac ne next 5 years? Plea	le school	that most closely
matche	es your plans next to	each item.			
Won't Happen 1	Probably Not 2	Maybe 3	Likely 4	Very Like 5	ly
Trade (construction	1, plumbing, electrical, o		Military		
Sales			Civil Service		
Agriculture/Farm	ning		Factory/Industry		
Services (Wegman	ns, Denny's, other food se	ervice)	Transportation (a	iir or highway)	_
Health (nurse, nurs					

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Auburn High SchoolPartnership with Booker T. Washington



Student Advisor Application

Name:	Last	First	Middle	
	Lasi	i iist	Middle	
Address:	Street	Λη	ot. #	
Number	Sueet	∠ +	οι. π	
	City	State	Zip	
Local Phone:		Cell phone:		
E-mail:				
			dentify your strengths in working wi	ith or
			dentify your strengths in working winal sheets may be attached).	ith or

July 2008 20

Education High School: _ Years Completed (circle) 1 2 3 4 + College: __ **Employment** Are you employed? (Check) Yes Retired Student Working Hours and Days: _ __ How Long Employed? _____ Most recent or current employer: Job Title Location Supervisor Phone Number When would you be available i.e. times, days? Have you had any previous mentoring or tutoring experiences (paid or voluntary)? (Check) Yes If "yes," please describe: Please indicate your level of interest if chosen to be a student advisor (Check): One on One Student Advisor If you prefer to work with a male of female please indicate Small Group Student Advisor Hallway/Lunch Room Attending Special Events e.g. award ceremonies

Being a Student Advisor may require approximately 2 hours per week. Some of the time will be spent in meetings, training, program planning, and paperwork.

If accepted as a One on One or Small Group Advisor, I agree to the following expectations:

- Listen to the needs and expectations of student(s).
- Work with the student to help develop realistic and obtainable goals.
- Offer suggestions and feedback.

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- Keep the student aware of his/her progress.
- · Be committed to serve as a resource to the student.
- Encourage the student to explore new areas.
- Follow up on commitments made to the student.
- Contact the student if you are unable to attend scheduled meetings.
- Respond to messages from the student within 1-2 days.
- Contact the student if you have not heard from him or her recently.
- Contact program staff if there is a concern with the mentor relationship.

Signing this application, indicates that you understand and can work within the above expectation and that all information you provided is accurate. Date:_ Applications may be returned to the: Auburn High school, 250 Lake Avenue, Auburn, New York 13021. If you have any questions, contact the main office at 315-255-8302, or E-mail: david_roth@auburn.cnyric.org In order to make the best possible match between protégé and advisor, the following information would be very helpful. This information will not be use to determine who participates and who does not. Please check the following: Ethnic Background: Gender: Male **Female** Caucasian Your Age Range: African American ≤25 **Native American** 26-45 Asian or Pacific Islander 46-64 Hispanic

Bi-Racial/Other