

**ACADEMY OF ENGINEERING AND GREEN TECHNOLOGY
at Hartford Public High School**

**Design Proposal for Small School Opening in August 2008
Presentation to the Hartford Board of Education
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Design Team Co-chairs

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Grade Levels to be served during 2008-2009

10-12

Design Team Members

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School Theme

- Pre-engineering
- Engineering Technologies
- Green Technologies
- Advanced Manufacturing

HARTFORD PUBLIC SCHOOLS 2007 School Design Specifications
Academy of Engineering and Green Technology

Overview of School Model

- School type, accreditation and affiliations, theme/content focus, grade configuration, size, major school partner(s)

The Academy of Engineering and Green Technology is a college preparatory small school for 400 high school students. For the 2008-09 school year, students will be recruited from the Hartford High School 9th Grade Academy. During year one of implementation, the Academy Advisory Board will explore the option of recruiting city-wide to add a ninth grade. The Academy builds on the recent accreditation of Hartford Public High School.

- The Academy is a 21st Century learning environment that combines rigorous academic courses, and a related sequence of elective courses in pre-engineering and green technologies.
- Learning is student focused, and content is taught using a variety of teaching and learning strategies both inside and outside of the classroom.
- Students will have the necessary academic supports to succeed with high school work in a college preparatory curriculum.
- Students and families will commit to participation in the Academy as members of a learning community.
- Teachers, administrators and counselors set high expectations for all students, and are committed to instructional strategies and support services that engage students, motivate their desire to learn and produce successful outcomes.
- Community, higher education, and business partners are active participants with teachers and students, and provide an enriched in-school environment as well as out-of-school experiences for students to understand the requirements of employment in high-skill, high-wage occupations.

School Mission and Vision

- School purpose

“Learning should be an active process. Too often, students come to school to watch their teachers work. When students use what they learn, they remember the information better and understand the utility of what is being taught.” William Daggett

Mission: To graduate Hartford students with 21st Century skills who are prepared to succeed in post-secondary education and careers in engineering, advanced global manufacturing and green technologies.

Vision: The Academy is designed for students who plan to continue their education beyond high school with a special focus on pre-engineering, engineering technologies, green technologies and advanced manufacturing. All students are expected to complete a rigorous academic curriculum integrated with workplace-based learning opportunities, including site visits to high tech manufacturing and alternative energy companies, visiting speakers, job shadowing and internships. The Academy will reflect the high educational outcomes of the State of Connecticut.

The Academy provides academic support for students needing extra assistance through tutors, Saturday and summer academies, and after-school programs. The staff and community-wide partners are committed to working with students to help them define their plans beyond high school and expose them to high-wage, high-skill career opportunities in engineering, green technologies and advanced global manufacturing. In addition to the core academic curriculum, students will select from electives in areas such as robotics, digital electronics, lasers, solid and surface modeling, animation, computer aided design (CAD), modeling and simulation, sustainable energy and other technologies.

Students in the Academy will develop the professional skills of creativity, innovation, critical thinking, problem solving, leadership, collaboration, self-direction, a strong work ethic and positive attitude in order to prepare them to participate in our global society.

Students in the Academy will be knowledgeable about green technologies and sustainable energy policies. Students will work with local companies and agencies in the Hartford area to promote awareness and practice of

positive ecological behaviors. Students will understand how green policies impact the manufacturing, supplier and shipping processes that are becoming a critical part of the business culture.

Governance Structure

- Leadership model, decision-making approach, school council role, school *Compact*

The Academy Compact

The school will devise a Compact agreement committing families, students and school staff to work collaboratively to help each student reach his or her potential. The Compact will establish agreed upon targets for improving student outcomes, will identify conditions that must be created in the school and the community to enable outcomes to improve, and will specify shared responsibilities of schools and communities to create the conditions for continuous improvement.

The academy team will have autonomy in the following five areas:

1. **Budget** - The Academy may spend its money in the manner that provides the best educational programs and services to students and their families, and is fiscally responsible based on district policies.
2. **School Calendar** -The Academy will determine the faculty schedule during the school year and summer to maximize student learning time, and to provide adequate collaborative professional development and planning time for faculty.
3. **Curriculum and Assessment** -The Academy will structure curriculum and assessment practices to best meet students' learning needs.
4. **Governance and Policies** - The Academy will create a governance structure that gives school staff increased decision-making powers over budget, principal selection, programs and policies.
5. **Staffing** - The Academy will have an opportunity to give input on the staffing pattern that creates the best learning environment and determining who best fits the needs of the school.

The following groups will contribute to the shared leadership and decision making process:

- **Design Team** - The design team will assist in the initial planning and design of the school. Membership includes educators from the local school district, students, parents, community, business and college partners.
- **School Governance Council** - The school council will participate in the principal selection process, the annual budget review process, and setting of school policies as defined by the District's School Governance Council policy (pending adoption Spring 2008).
- **Educational Leadership Team** - The educational leadership team will facilitate and manage data-based inquiry and decision making, will model shared leadership for the school and will develop collaborative accountability. Members include teachers from all disciplines, the principal and instructional specialists.
- **Board of Directors** – The Academy Board of Directors will be appointed by the design team. Membership on this Board will include a business partner co-chair and will include educators with backgrounds in curriculum development, teaching, administration, small school development, and fiscal expertise. The Board's primary role will be to provide guidance in the accomplishment of the Academy's stated vision.
- **The Principal** – The strong leadership of the principal is essential for the Academy's success. The principal:
 - Has training/expertise in engineering, technology and/or manufacturing;
 - Is a dynamic educational leader with a clear mission and vision for the school. He or she is a positive role model who sets high standards and expectations for professional staff and students, knows how to implement change, communicates well and has strong interpersonal skills;
 - Provides leadership that motivates all staff to work toward shared goals for the school and high expectations for all students;
 - Has demonstrated his/her ability in instruction, school management, youth development, interpersonal skills, assessment and school operations;
 - Understands and supports strategies to provide meaningful out-of-school experiences for students, and ensures that they are integrated with classroom instruction;
 - Understands and uses data on student performance to improve instruction and student achievement;
 - Builds collegial relationships with teachers and staff, and involves parents in meaningful roles in

- the life of the school; and
- Works effectively with business, industry, higher education and community partners.

Student Body

- Student profile, student roles and responsibilities, homework expectations, student voice and leadership

The Academy is designed for students who are committed to working hard in high school in order to have an array of options after high school. As part of a learning community, students are expected to support each other's learning. Students are expected to arrive on time for school every day, with their homework completed, ready to learn. If a student chooses to be disruptive or otherwise interferes with another student's learning, he or she will be removed from the classroom and will be required to make up all classroom work. It is important for students to understand that they are accountable for both their individual success and their Academy's success.

It is essential for the development of the students, as well as the success of the school, that students are included in appropriate, meaningful decision making at the Academy. This strategy will be supported by:

- A formalized plan for student membership and participation in site-based decision-making teams, school leadership councils, etc. Students will be particularly involved in the areas of green technology including exploring opportunities that can increase the "greenness" of Hartford High building-wide.
- Personalized Learning Plans that allow students to plan their learning and the activities that support it.
- Opportunities for student-led conferences that involve the broader community.
- Opportunities to participate in business-led conferences, which relate to green technologies, advanced manufacturing and engineering.
- Student government and other leadership forums with opportunities to be included in discussions regarding important school issues.

Academy Compact

Students' roles and academic responsibilities will be articulated in the Academy Compact in which teachers, parents, families and students, as partners in education, sign an agreement specifying expectations around academy courses, study plans, applied learning, senior projects and graduation requirements.

Parental Role

- Parent commitment, opportunities for parents, parent voice

A crucial way in which schools can improve student learning is to increase family involvement. Thirty years of research in school reform strongly confirms that family involvement is a powerful influence on student achievement in school: Children do better in school when families are involved.

Parents and families are partners with the school in helping students to achieve at their highest levels. Making the academy an inviting place for families, and encouraging their involvement will require a welcoming attitude and specific actions. The following are examples of opportunities for parents and schools to work together:

- Parents and families of each student will be contacted at least once per semester to report something positive about their child.
- Parents and families will be encouraged to attend school events by involving students in the event as presenters, serving in host roles or receiving awards.
- The Academy will make a sincere effort to understand the diversity of all its students' families.
- The School Governance Council will look at innovative ways to develop positive, effective, two-way communication between home and school.
- The Academy will work with families to create authentic, valuable ways that families can volunteer in the school.
- The Academy will look at ways in which families can be involved with the curriculum through learning activities and homework in which families can participate.
- Family members will be included in the Academy as decision makers, advocates, and members of school councils and committees.

Academy Compact

Parent and family commitments, and roles and responsibilities will be articulated in a Compact that is signed by

the families, students, and teachers specifying respective roles and responsibilities.

Staff/Teacher Capacity

- Pre-certification and training, professional development, collaborative planning process, C&I expectations and roles such as joint interdisciplinary unit development and team teaching

The Academy staff will foster authentic, caring and respectful relationships with each other and with students, and believes that all students can achieve at high levels.

Academy teachers will:

- Include educators that have certification in technical areas to deliver the academy theme courses;
- Appreciate children and believe that all students can achieve at high levels;
- Have broad academic knowledge as well as depth in their subject area;
- Use a variety of strategies to accommodate individual learning styles and engage students;
- Coach and facilitate lessons to engage students as active learners rather than lecture to passive students;
- Supervise and guide each other, plan lessons and courses together, and observe each other's teaching as a way of continuously improving their practice'
- Use common planning time to discuss individual student achievement, as well as class and school-wide academic issues;
- Use common planning time to develop interdisciplinary lessons and courses that focus on essential questions;
- Teach model lessons learned from professional development to other teachers;
- Each create a Personal Learning Plan developed in collaboration with his/her supervisor to address individual professional development needs as they relate to improved student learning;
- Use technology daily to improve student learning;
- Have clearly stated benchmarks for improved student achievement;
- Have assessment embedded into instruction as part of the learning process;
- Create learning projects and activities that go beyond the traditional lecture and textbook approach, involve several disciplines, teach students to work cooperatively, and have application to real situations;
- Individualize and personalize learning whenever possible;
- Provide an orientation program for new staff.

Curriculum and Instruction

- Pedagogical approach, curriculum design, learning environment and classroom design, field trips and extended classrooms, language requirements, technology

The curriculum outline below was developed jointly by Felix Giordano, technology teacher at Hartford High and Dr. Zdzislaw Kremens, Dean of CCSU's School of Engineering and Technology, and was reviewed/approved by the Design Team. This curriculum aligns very closely with the NAF Academy of Engineering curriculum that, if the Academy is accepted as a pilot site by NAF, the faculty will begin implementing in August 2008.

The Academy core and pre-engineering curricula will include:

- A focus on math, science, and English as building blocks to success.
- Advanced placement (AP) courses in math, science and English and pre-AP preparation activities.
- Green concepts integrated into core courses where appropriate such as chemistry, physics, and biology, as well as mathematics, social studies and English classes. Interdisciplinary lessons will foster the inclusion of green topics.
- Hands-on project-based learning closely aligned to the curriculum to engage and motivate students.
- Integration of work-based learning into core and pre-engineering elective courses (industry speakers, site visits, career mentoring, job shadowing, internships).
- Addressing real world problems, especially those related to our global ecology.
- Team teaching and inter-disciplinary learning of core and pre-engineering elective courses.
- Professional skills development within all courses.

The Academy pre-engineering elective courses will be a sub-set of the Project Lead The Way (PLTW) high school pre-engineering program. This program requires students to be enrolled in college preparatory mathematics sequences at the same time. PLTW courses can be taught as yearlong A/B block courses, or as a semester course in a four-by-four block schedule.

The program features a three-tiered approach that includes Foundation Courses, Specialization Courses and a Capstone Course.

Foundation Courses:

- **Introduction to Engineering Design** – A course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.
- **Principles of Engineering** – A course that helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes helps students learn how engineers and technicians use math, science and technology in an engineering problem-solving process to benefit people. The course also includes concerns about social and political consequences of technological change.
- **Digital Electronics** – A course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

Specialized Course:

- **Computer Integrated Manufacturing** – A course that applies principles of robotics, automation and CAD design. The course builds on computer solid modeling skills developed in Introduction to Engineering Design. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included.

Capstone Course:

- **Engineering Design and Development** – An engineering research course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year.

In addition to the pre-engineering classes, students may choose to take an introduction to advanced manufacturing elective, which will expose them to more process-oriented content including measurement, inspection, materials, basic machining and interfacing with computers including CAD and CAM. For students who want to pursue a more traditional machining program, the Academy will explore a shared time program at A. I. Prince Technical High School in 11th and 12th grades.

The Academy will also adopt the Partnership for 21st Century Skills vision for 21st Century students in the new global economy. A key theme within this vision is that learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21st Century from those who are not. These necessary skills include: creativity, innovation, critical thinking, problem solving, communication and collaboration.

The Academy will incorporate the following skill sets in its core and pre-engineering elective curriculums:

- **Creativity and Innovation**
 - Demonstrating originality and inventiveness in work
 - Developing, implementing and communicating new ideas to others
 - Being open and responsive to new and diverse perspectives
 - Acting on creative ideas to make a tangible and useful contribution to the domain the innovation occurs

- **Critical Thinking and Problem Solving**
 - Exercising sound reasoning in understanding
 - Making complex choices and decisions
 - Understanding the interconnections among systems
 - Identifying and asking significant questions that clarify various points of view and better solutions
 - Framing, analyzing and synthesizing information in order to solve problems and questions

- **Communication and Collaboration**
 - Articulating thoughts and ideas, clearly and effectively, through speaking and writing
 - Demonstrating flexibility and willingness to be helpful when making necessary compromises to accomplish a common goal
 - Assuming shared responsibility for collaborative work

Draft Academy Course Schedule:

	English	Mathematics	Science	Social Studies	Language	Academy Electives	Phys Ed
Grade 10:	English 10 (1.0)	Geometry or higher (1.0)	Biology w/Lab (1.5)	Civics (.5) And Foundations of American History (.5)		Intro to Engineering Design (1.0) Principles of Engineering (1)	Phys Ed (.5)
Grade 11:	English 11 or AP English (1.0)	Algebra II or higher (1.0)	Chemistry w/Lab (1.5)	American History Or AP American History (1.0)	Spanish (1.0)	Digital Electronics (1.0)	Phys Ed (.5)
Grade 12:	English 12 or AP English (1.0)	Pre-Calculus or higher (1.0)	Nano Science (1.0)		Spanish (1.0)	Computer Integrated Manufacturing (1.0) Engineering Design and Development (1.0) Alternative Fuels/Green Technologies (1.0)	

Levels of Academy Courses

- Two course levels offered:
 - College Readiness
 - Honors/AP
- Dual-credit courses allowing students to receive college credit

Academy Curriculum Enrichment Programs:

- BEST Robotics (*annual competition at CCSU*)
- Society of Hispanic Professional Engineers (SHPE) Jr. Chapter
- FIRST Robotics
- CPEP (CT Pre-Engineering Program)

The Academy will use a standards-based, academically-rigorous curriculum that connects what the students are learning to their education and career goals.

When possible, connections will be made between classroom learning and the students' lives, communities and the larger world with an emphasis on green technologies.

Teachers will use the Application Model of Learning (Daggett) to create curriculum that moves from simple acquisition of knowledge in one discipline to the application of that knowledge in real-world, unpredictable situations. (See attached white paper).

Students who choose the mechanical and manufacturing engineering pathways will work with Pro/E Wildfire CAD/CAE/CAM software. Pro/E is an international CAD market leader with 350,000 commercial software licenses supporting design, analysis, manufacturing, and assembly.

The Academy will have a BEST Robotics team which will work with industry volunteers to design and build a robot for the annual robotic competition at CCSU.

Community Partnerships

- Internships, job shadows, mentoring, after-school and weekend programming, job placements, college sponsorships, interdisciplinary community experiences

- Interaction with professional partners is a key feature of the Academy. The Academy is designed around the assumption that the more interaction students have with caring adults, the more they will be able to see the connections between the work they do in the classroom and their options after high school. Therefore, the Academy will utilize proven programs developed by CBIA and CBIA industry partners such as:
 - Youth Employability Skills (YES) Academy which uses corporate volunteers to teach employability skills,
 - Pencil Pals, which pairs each student with a business person and they communicate throughout the school year by writing letters, and
 - The Young Men's and Young Women's Leadership Programs, which bring men of color into the classroom to talk with the boys, and women of color in to talk with the girls, about character, choices and careers.
- Work-based learning is tightly integrated into academic and technology classes (e.g. industry speakers, site visits to companies, career mentoring, job shadowing and internships).
- When possible, students work on real world problems and hands-on projects closely aligned to the core curriculum.
- Companies active in green technologies such as UTC, Pfizer and Northeast Utilities will work with the school to provide real life problems that can be solved with science, math, communication skills, creativity and team work.
- Visits to colleges and companies are tied to the curriculum, and include preparation prior to the visit, follow-up after the visit and correspondence with the companies.
- Higher Education partners include the School of Engineering and Technology at Central Connecticut State University, the School of Engineering at the University of Hartford and the College of Technology's Regional Center for Next Generation Manufacturing in the community college system.
- Community partners include the Connecticut Center for Advanced Technology (CCAT), the Connecticut Pre-Engineering Program (CPEP), the Connecticut Science Center, the Connecticut Society for Hispanic Engineers (SHPE) and Capital Workforce Partners (CWP).
- Industry partners include United Technologies Corporation (Hamilton Sundstrand, Pratt and Whitney, Otis, UTC Power), Trumpf, Unisom Engine Components, and Kamatics, among others.

Major partners include:

- *Society of Hispanic Engineers (SHPE)
- *CT Pre-Engineering Program (CPEP)
- *Connecticut Center for Advanced Technology (CCAT)
- *CBIA Manufacturers Council
- *CBIA Environmental Council
- *Capital Workforce Partners
- INROADS
- National Academy Foundation (NAF)
- International Center for Educational Leadership (ICEL)
- NCAL- National Center for Aerospace Leadership (P&W)
- Aerospace Components Manufacturers (ACM)
- National Association of Manufacturers (NAM)
- CT Tooling and Machining Association (CTMA)
- U.S. Chamber of Commerce

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Learning Outcomes and Assessment Design

- By grade, by grade grouping, readiness for feeder school
 - The academy team will use a performance assessment system to demonstrate the success of the Academy.
 - Academy staff will use disaggregated data on students to modify instruction and ensure that all students are achieving their goals.
 - Teachers are responsible for the academic achievement of their students.
 - Students are assessed using multiple forms of assessment.
 - Personalization systems will be in place so teachers are able to identify and respond to students' individual strengths and needs.

College Readiness

- Career explorations, *Plan of Study*, college visits, mentoring programs, dual credit opportunities, AP courses, college advisory, workforce readiness

College readiness is one of the primary goals of the Academy. Beginning in tenth grade, students will be exposed to college campuses in CT; college staff will visit the Academy to meet with students, and classroom learning will be connected to college and careers. The walls in the Academy will have posters and charts depicting the benefits of college education and the many options available to students. Students will acquire study skills, and understand the career pathways and the post-secondary options tied to these careers. College mentors will provide tutoring, and business mentors will provide career information about the skills and attitudes needed to be successful in the workplace. Assistance will be available for students to help with the preparation of college and financial aid applications, and to help them understand the opportunities available to them.

Students who meet the criteria will be able to take dual enrollment classes in their senior year, giving them both exposure to college rigor and college credit for their classes.

The Academy is closely aligned with the College of Technology, part of the Community College system in CT, and with the Engineering and Technology School at Central CT State University.

Professional skills (workforce readiness) are part of the curriculum in each class and the culture of the school. Students and staff are expected to arrive on time and be prepared for classes, to treat each other with respect and to dress appropriately.

Each student, along with Academy staff, will design a Personalized Learning Plan, which will generate questions about the future, express goals for personal learning and devise pathways to college and the adult world.

School Culture and Climate

- Code of conduct and behavior expectations, orientation and bridge programs, learning expectations, school uniform

- The Academy is a community of learners where it is OK, in fact cool, to be smart.
- Students know why they are in school and can articulate it.
- Continuous improvement is part of the culture of the Academy. Staff and students understand that mistakes are part of growing and essential for learning. Mistakes are acknowledged, as well as what has been learned; necessary apologies are made and then everyone gets back to work.
- Students wear uniforms consisting of collared polo shirts (colors to be determined) with the Academy name and logo, tucked in, and khaki pants with belts. The staff has a dress code.
- Staff and students wear IDs.
- Teachers convey a sense of caring to their students.
- Teachers are passionate about the content they teach.
- School leaders maintain a collaborative relationship with the team/staff.
- Teachers are a leaning community, and collaborate regularly with team members and students, to ensure academic and personal achievement for the students.
- The school develops a partnership among teachers, parents and students who work together to raise student achievement.
- There is an unmistakable common belief that all students can learn; high expectations for students underline that belief.
- The policies and practices in the school recognize diversity.
- The school environment is safe for both teachers and students to experiment with new ideas.
- There is a common vision that everyone rallies around, and a common belief that failure is unacceptable.
- The focus is on learning rather than teaching and on student-centeredness rather than teacher-centeredness.
- Classroom management is a critical factor affecting student learning, so there must be clear expectations for acceptable behavior, procedures, routines and consequences.
- Every student will be known well by at least one caring adult.
- Disruptive students will not be allowed to steal the opportunity for others to be educated. If students are acting in a way that is disruptive, they will be reminded of their responsibility to themselves and their classmates, and if they choose to continue to be disruptive, they will be removed from the classroom. Students will be allowed to return to the class when they apologize to the other students and agree to behave responsibly.
- All staff will attend training regarding classroom management and student relationships.

School Schedule

- Length of day, co-curriculum, Saturday academies, optional programming, Summer School

The Academy of Engineering and Green Technology will have a longer school day that will begin at 8:10 a.m. and end at 3:55 p.m. This schedule will provide greater opportunity for applied learning and authentic research, within a potential 90 minute 4.5 block schedule. The Academy Principal will explore a staggered teacher start and end time.

After school programs, Saturday programs and summer academies are integral parts of the Academy schedule in order to give students additional time to get help. These programs are also opportunities to learn key concepts in a different way or a different environment. Programs such as Engineering Challenge, BEST Robotics and Youth Employability Skills (YES) use business volunteers to help students work in teams to apply concepts they have learned in class to real world problems. These programs not only reinforce the rigorous academic learning but also help students understand its relevance in the real world, put them in collegial relationships with business volunteers (many of whom become mentors) and expose them to the breadth of interesting careers available in CT.

Instructional block scheduling will be used to promote interdisciplinary teaching among Academy staff, teacher collaboration on project based learning and interaction with the business community.

Support Services

- Tutoring, special education, community services, parent support programs

“...the high school of the 21st Century must be much more student-centered and above all much more personalized in programs, support services, and intellectual rigor.”

Breaking Ranks II: Strategies for Leading High School Reform

The academy is for all students regardless of where they may be judged on some continuum of ability. Specific supports will be put in place to address the needs of all students.

The following considerations will guide the plan for support services offered in this academy:

1. Establish parent support programs
 - Parents as volunteers
 - Parents as reviewers of exhibitions
2. Establish community support systems
 - Mentoring
 - Tutoring
3. Establish intensive intervention system for students who are struggling to meet the standards
4. Target assistance to low-achieving students, with an emphasis on increasing instructional time with a trained adult:
 - One-on-one tutorials
 - Saturday classes
 - Before and after school classes
 - Summer school
5. Identification of students with English Language Learning needs
 - Support based on type and level
 - Appropriately trained staff, including bilingual certified teachers
6. Identification of Special Education Students
 - Approach to properly and equitably assess students
 - Type and level of needs accurately defined
 - Designs and instructional approaches: differentiate instruction, teaching to multiple learning styles, training staff in counseling, etc.
7. Personalization systems
 - Advisories
 - Advocacy system so every single student is known well by at least one caring adult

Support Services

- Academic support services, such as math labs and tutoring are available to ensure all students achieve at high levels.
- After school, Saturday and summer programs are essential elements of the Academy.

Application Process

- Process, timeline and requirements

- The Academy of Engineering and Green Technology will enroll students through the All-Choice Schools process.
- The Academy will actively recruit young women.