



ACADEMY OF MEDICAL TECHNOLOGY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (27/ Q/ 309)
ADDRESS: 8-21 BAY 25TH STREET
TELEPHONE: 718) 471-3571
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SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27Q309 **SCHOOL NAME:** Academy of Medical Technology

DISTRICT: 27 **SSO NAME/NETWORK #:** CFN 406

SCHOOL ADDRESS: 8-21 Bay 25th Street

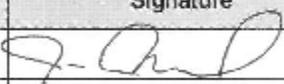
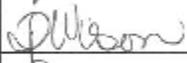
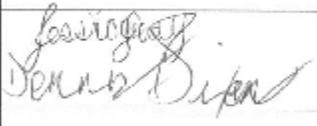
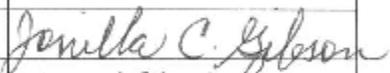
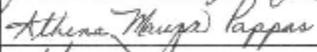
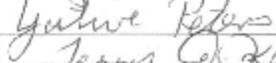
SCHOOL TELEPHONE: (718) 471-3571 **FAX:** (718) 471-0314

SCHOOL CONTACT PERSON: Jose Merced **EMAIL ADDRESS:** Jmerced2@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
PRINCIPAL	<u>Jose Merced</u>
UFT CHAPTER LEADER	<u>Pamela Wilson</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Leon Gibson</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u>Jessica Saney</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Juan Mendez</u>

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Jose Merced	*Principal or Designee	
Pamela Wilson	*UFT Chapter Chairperson or Designee	
Leon Gibson	*PA/PTA President or Designated Co-President	
	Title I Parent Representative (suggested, for Title I schools)	
	DC 37 Representative, if applicable	
Jessica Saney Dennis Dixon	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools) CBO Representative, if applicable	
Jonilla Gibson	Member/Parent	
Athena Maura Pappas	Member/Parent	
Jean Gargiulo	Member/Teacher	
Kimberly Cacioppo	Member/Teacher	
Hyacinth Hinds	Member/	
Yutwe Peters	Member/	
Terry Kelly	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Mission

The Academy of Medical Technology's (AMT) mission is to offer an innovative college preparatory program which will recognize students as individuals enabling them to explore educational interest in an environment that promotes personalization. Students will receive individual educational support and guidance by providing an extended day for their academic, cultural and social enrichment in a safe nurturing environment. An additional benefit of the extended day will be opportunities for our students to advance through a rigorous independent study program (R_x for Success Program) working in small groups (in our Pharmacy) with a teacher in that specialty area.

Safe Environment

At the Academy of Medical Technology, we believe that every child has the ability to learn. Positive classroom behavior will result when students are engaged and challenged. Our theme of Medical Technology will provide students with the academic rigor that will stimulate interest in a variety of medical careers. We will use vertical planning of curricula to help provide students with a cohesive instructional program designed to close the achievement gap.

Atmosphere of Dynamic Interchange

An extended day will be created using 20 minute intervals called Mods that make up periods that will be called Bands. The rationale is flexibility in scheduling and opportunities for block scheduling. The bands will run from A thru K. Some bands will be 40 minute bands; others will be 60 minute bands. The school day will run from 8:00 a.m.-4:00 p.m. During the course of the day, students will be assigned to a Study Hall and given the opportunity to select from a menu of "MISKS" (Medtech Independent Study Kits) for remediation, enrichment, or to fill an academic prescription. Teachers will be assigned to the Study Hall to provide individualized instruction during a student's study hall period. It is within the walls of the study hall where the dynamic interchange between students and teachers will occur. This dynamic teaching will create a personalized learning environment that enhances teaching and learning not only at the middle school level but at the high school level as well.

Personalization, Community, and Inclusion

The AMT community will be strong because

- Everyone knows everyone
- Students participate in full inclusion classes with students of different abilities.

- Students participate in school decision-making through Town meetings and their presence in school leadership team meetings.
- English language learners will be provided with academic and linguistic support through differentiated instruction, push in and pull out services, team teaching strategies, and academic prescriptions.
- There will be an advisor for every student who provides guidance, information and support and serves as the school's liaison to the student's family. Advisory will be an important experience at AMT from the sixth grade until graduation. Students will meet with a group that will become their second family. Their Advisor will be their advocate; they will know their students and their families and will be there to help or just to talk.
- We welcome any students who have previously experienced schools as unresponsive to their specific needs

Social Development: AMT realizes that both middle school and high school students have particular social and developmental needs. Adolescence is an especially trying time for students who face new challenges in terms of peer pressure, socialization, and relationships with parents and siblings. The school leader will insure that the climate is responsive to the developmental needs of young adolescents by affording students supports such as guidance, advisory and mentoring and periodic grade level meetings and workshops.

Mental Health: Mental health services involve personalized, direct services to students and their families. A team approach that includes school and community-based mental health professionals will be utilized. Administrators, teaching professionals, and staff are also included on an as needed basis. Specific crisis intervention services will include individual counseling, group counseling, family counseling, and crisis intervention for students, staff, and families.

Special Education Students: We will use a collaborative team teaching model of instruction. CTT services will be provided to all students who have IEP's requiring those services. **English Language Learners:** AMT will also have a collaborative model for ELL students. Our ELL teacher will provide push-in and pull-out services for all ELL students. All ELL students will also receive intensive language labs during our Pharmacy period. Differentiated lesson planning and delivery approach will allow teachers to teach content to ELL's in strategic ways that make the concepts comprehensible while promoting the students' academic English language development.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Academy of Medical Technology			
District:	27	DBN #:	27Q309	School BEDS Code #: 342700011309

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	x 6	X 7
	<input checked="" type="radio"/> 8	X 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	NA	NA	NA		NA	93%	92%		
Kindergarten	NA	NA	NA						
Grade 1	NA	NA	NA	Student Stability: % of Enrollment					
Grade 2	NA	NA	NA	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	NA	NA	NA		NA	98	100		
Grade 4	NA	NA	NA						
Grade 5	NA	NA	NA	Poverty Rate: % of Enrollment					
Grade 6	NA	73	41	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	NA	NA	55		NA	70	66.7		
Grade 8	NA	NA	75						
Grade 9	NA	42	124	Students in Temporary Housing: Total Number					
Grade 10	NA	NA	68	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	NA	NA	34		NA	1	0		
Grade 12	NA	NA	NA						
Ungraded	NA	NA	NA	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	NA	115	397		NA	2	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	NA	0	NA						
No. in Collaborative	NA	11	55	Principal Suspensions	NA	3	10		

DEMOGRAPHICS							
Team Teaching (CTT) Classes							
Number all others	NA	0	5	Superintendent Suspensions	NA	0	0
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	NA	NA	NA	Early College HS Participants	NA	NA	NA
# in Dual Lang. Programs	NA	NA	NA				
# receiving ESL services only	NA	NA	31	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	NA	NA	5	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	NA	11	18
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	NA	5	5
(As of October 31)	2007-08	2008-09	0	Number of Educational Paraprofessionals	NA	NA	NA
	NA	NA					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	NA	100	100
American Indian or Alaska Native	NA	2	0	Percent more than two years teaching in this school	NA	0	68
Black or African American	NA	53	56	Percent more than five years teaching anywhere	NA	0	32
Hispanic or Latino	NA	28	29				
Asian or Native Hawaiian/Other Pacific Isl.	NA	14	10	Percent Masters Degree or higher	NA	100	100
White	NA	3	2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	NA	100	100
Multi-racial	NA	NA					
Male	NA	41	42				
Female	NA	59	58				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10
				<input checked="" type="checkbox"/> 2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURRE School: Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURRE identification:		
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Overall NCLB/SED Accountability Status (2010-11 Based on 2009-10 Performance):

<input checked="" type="checkbox"/> In Good Standing	<input checked="" type="checkbox"/> Improvement – Year 1	<input checked="" type="checkbox"/> Improvement – Year 2
<input checked="" type="checkbox"/> Corrective Action – Year 1	<input checked="" type="checkbox"/> Corrective Action – Year 2	<input checked="" type="checkbox"/> Restructured – Year ____

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	D	ELA:	NA
	Math:	D	Math:	NA
	Science:	NA	Grad. Rate:	NA

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	171	171	171	226	226	NA
Ethnicity						NA
American Indian or Alaska Native	0	0	0	0	0	NA
Black or African American	96	96	96	127	127	NA
Hispanic or Latino	48	48	48	65	65	NA
Asian or Native Hawaiian/Other Pacific Islander	24	24	24	23	23	NA
White	3	3	3	4	4	NA
Multiracial	0	96	96	0	0	NA
Other Groups						NA
Students with Disabilities	0	0	0	0	0	NA
Limited English Proficient	9	9	9	22	22	NA
Economically Disadvantaged	111	111	111	147	147	NA
Student groups making AYP in each subject	NA	NA				NA

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	D	Overall Evaluation:	Proficient
Overall Score	D	Quality Statement Scores:	Proficient
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	B	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	D	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	F	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	0	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Our instructional goals for this year are based on last years' State Assessment Results and Quality Review Areas of Improvement. The performance trends are that our students continue to struggle with reading comprehension and problem solving. As a result of the data and recommendations, we are formalizing a cohesive system for providing feedback to staff and students so that they understand their next steps for improvement and raising student achievement. One goal is to use evidence of learning obtained through AFL (Assessment for Learning) strategies, classroom based assessments and periodic assessments in order to drive instruction. Another goal is to create uniformity vertically and horizontally in an effort to maintain continuity and academic rigor. We want to provide differentiated and student centered instruction that not only engages students but allows them to be active in their own learning. As a College Board school, we want to provide our students with curricula that is designed to exceed the minimum standards. Our ELA curriculum is supplemented with the College Board's "Springboard" curriculum. Our Math curriculum is supplemented with the College Board's "CPM" (College Preparatory Math) curriculum. We have created the R_x for success program that is designed to provide students with the opportunity to meet individual learning goals during their "Pharmacy" period where their individual prescriptions that were written by their subject class teachers are filled. Our advisory program is designed to help build trust and school culture. As a second year school, we are still working on building an effective program. The challenge is sustainability throughout the school year and planning for next year. We will continue to work with the Inquiry Team to continue to expand our data collection process in order to set measurable and differentiated goals for individual students and groups of students in all core subjects and to plan for effective professional development and instructional delivery.

We are proud that we are a school in good standing as far as the Department of Education and NCLB/SED accountability status is concerned. The evidence is demonstrated by the collaboration among teachers to improve student achievement, the use of Gap Analysis, and the use of Assessment for Learning Strategies in helping to determine next steps for skill development. In order to provide our children from the peninsula with extra curricula activities, a sense of empowerment, and a ray of hope, we are very proud of our student leadership organization HOSA (Health Occupations Students of America). We had

several students travel to Albany to represent our school in the Fall Leadership Conference. The students returned proudly wearing the NY State Achievement award pins that they earned during the conference. They are now working hard to represent us in the Spring Competitive Events conference. The winners qualify to compete at the national level. We are preparing for the Medical Math, First-Aid/CPR, and prepared speaking. Finally, in order to build capacity at home, we celebrate the steps we have taken to improve parental involvement and to provide families with AFL strategies that can be used at home allowing our parents to be active members of our learning community. Our success is evident by our Parent's Association aggressively working on becoming a PTA. With all that we have to celebrate, unfortunately, we are still limited by space (the number of classrooms). On a campus with four other schools, space issues will always be an invisible barrier.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

Goal #1	To improve student ELA and Math Performance and Progress by 2% by August of 2011 through the implementation of appropriate instructional strategies
Measurable Objectives	<ul style="list-style-type: none"> • By August of 2011, 75% of our middle school students should be able to increase their scale score (NYS Exams) in ELA/Math by 10 points and 2% increase in our high school students attaining 11 credits. • Students will have increased Regents credit acquisition. • Teachers will engage the learning process through the use of the Inquiry models; common time is planned for each Friday of the calendar year. Inquiry questions will be established and data will be analyzed, case studies proffered to better understand student needs. Informal and formal observation reports will show an increase in differentiated instruction, and ARIS data incorporation. Data from the Team Teaching class, including student assessments, will show an increase in student fluency, literacy, skills, and knowledge.
Action Plan	<ul style="list-style-type: none"> • Programming students based on the literacy levels and/or parental agreement to participate in programs such as the R_x success. • Using budget to purchase a new software programs with internet and texting capability to increase student and community communication. • Hiring another guidance counselor to help students with social and emotional development. • Mandating the use of portfolios for all students for all classes, and adjusting the department contracts for class participation to reflect its importance Assessing transcript and class data to determine program success.

	<ul style="list-style-type: none"> • Holding planning conferences during common planning time with the administration to assess student progress and teacher focus. • Analyzing the Scholarship Report for strengths and areas of improvement. • Students will be assigned to a tutoring session either in the morning or afternoon based on individual schedules as part of the R_x for success. • Holding planning conferences designed to assess ARIS data and to develop techniques and strategies.
Evidence	<ul style="list-style-type: none"> • Analysis of class grades and credit acquisition from term to term. • Establishment, evaluation and revision (for alignment and focus, where appropriate) of data from school, departmental, teacher, and individualized student goals. • Evidence from Regents, and where appropriate RCT, exam grades • Data from school, departmental, teacher, and individualized student goals • Observation reports that demonstrate widespread utilization of AFL techniques and ARIS data in differentiated planning • Evidence of ELL Student progress and teacher focus <p>Evaluation of ARIS data site and community "blog" sites for consistency of use throughout the year.</p> <ul style="list-style-type: none"> • Assessment of the relationship between students in R_x for success and their level of Regents, RCT (where appropriate) and credit acquisition.
Goal# 2	<p>To improve by 5% student Regents credit acquisition and proficiency in United States History and Global Studies by August 2011.</p>

Measurable Objective	<ul style="list-style-type: none"> • Students will have increased class credit acquisition • Students will have increased Regents credit acquisition. • Students will be able to demonstrate greater fluency based on the data assessments provided in the English classes. • Attainment of 11-plus credits per child, per grade level
Action Plan	<ul style="list-style-type: none"> • Students will be assigned to a tutoring session either in the morning or as part of the R_x for success program. • Holding planning conferences designed to assess ARIS data and to develop techniques and strategies for differentiated learning. • Communicating student growth and progress to parents through Progress Letters. • Holding department meetings to discuss ARIS trends and data for planning purposes. • Attaining coherence and alignment with school wide and grade level goals. • Engaging teachers in Pre-Observation conferences to determine how to use ARIS and ELL compliance data, and how to implement data and AFL techniques in instructional planning and practices. Pre-Observations will also examine the need for performance based assessments. • An inter-visitation plan (protocols and procedures) will be implemented to reduce isolation and expand best practices. • Enhancing communication with parents and guardians • Using budget to purchase a new software programs with internet and texting capability to increase student and community communication. • Department meetings will be held in collaboration with English and/or Social Studies based on CTT model/program, so team members may develop the Instructional Program Mission Statement, • To review Regents and Credit acquisition data from the previous year to assess learning trends and to use that data to establish the department goals for 2010-2011.
Evidence	<ul style="list-style-type: none"> • Analysis of class grades and credit acquisition from term to term. • Evaluation of Regents, and where appropriate RCT, exam grades. • Evaluation and revision (for alignment and focus, where appropriate) of data from school, departmental, teacher, and individualized student goals • Observation reports that demonstrate utilization of AFL techniques and ARIS data in differentiated planning. • Evidence of ELL planning conferences to evaluate student progress and teacher focus.

	<ul style="list-style-type: none"> • Reports from ARIS data site and community "blog" sites to demonstrate consistency of use throughout the year. • Evidence of curriculum planning that utilizes AFL strategies, supported by common planning and vertical team members. • Assessment of the relationship between students in the writing support class and their level of Regents, RCT (where appropriate) and credit acquisition.
<p>Goal #3</p>	<p>To improve ELL student proficiency in reading and writing at the beginners level by 5% that will result in an increase in the students transitioning from the beginner to the intermediate learning level by August of 2011.</p>
<p>Measurable Objectives</p>	<ul style="list-style-type: none"> • Students will have increased class credit acquisition • Students will have increased Regents credit acquisition. • Students will be able to demonstrate greater fluency based on the data assessments provided in the English classes. • Attainment of 11-plus credits per child, per grade level • R_x for success program data is expected to show a favorable effect on literacy, skills, and knowledge for both in-school class programming and after-school support. • ARIS reports will show a consistent use of the ARIS community website and subgroup management tools to discuss student groups and hone inquiry practices. • Informal and formal observation reports will show an increase in differentiated instruction, AFL techniques, ARIS data incorporation, and departmental planning. • Data from the Team Teaching class, including student assessments, will show an increase in student fluency, literacy, skills, and knowledge.
<p>Action Plan</p>	<ul style="list-style-type: none"> • Students will be assigned to a tutoring session either in the morning or afternoon based on individual schedules as part of the R_x for success program. • Holding planning conferences designed to assess ARIS data and to develop techniques and strategies for differentiated learning. • Engaging teachers in Pre-Observation conferences to determine how to use ARIS and ELL compliance data, and how to implement data and AFL techniques in instructional planning and practices. • Pre-Observations will also examine the need for performance based assessments. • An inter-visitation plan (protocols and procedures) will be implemented to reduce isolation and expand best practices. • Department meetings will be held in collaboration with English and/or

	<p>Social Studies based on CTT model/program, so team members may develop the Instructional Program Mission Statement.</p> <ul style="list-style-type: none">• Curriculum Mapping structures will be used by each department to reassess and establish the instructional program and align it to new Common Core Standards.• To review Regents and Credit acquisition data from the previous year to assess learning trends and to use that data to establish the department goals for 2010-2011.• To continue to display student work replete with rubrics, meaningful comments.• Developing and implementing workshops by ELL. instructors for ELL parents in concert with the Parent Coordinator and Instructional Team• Communicating student growth and progress to parents through Progress Letters.• Holding department meetings to discuss ARIS trends and data for planning purposes.• Attaining coherence and alignment with school-wide and grade level goals.• To employ an additional ELL teacher who will work in concert with peers to increase services provided.
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Goal #4	To create two horizontal planning teams (middle school and high school) and five subject area planning teams by August 2011 in order to enhance vertical and horizontal alignment of curriculum through the implementation of curriculum mapping.
Measurable Objective	<ul style="list-style-type: none"> • Curriculum maps will be developed across the curriculum. • Curriculum maps will be aligned to core standards. • Curriculum maps will be aligned to NYS standards. • Curriculum maps will provide a framework upon which student accomplishment-credit acquisition-will increase. • Professional Development calendar will be established to support curriculum goals. • AP Supervision and Principal will work collaboratively to foster aligned development and implementation of curriculum plans in conjunction with continued inter and cross departments.
Action Plan	<ul style="list-style-type: none"> • Establishment of common planning time teams that will meet twice weekly. • Establishment of departments to meet once a month for vertical planning. • Establishment of Grade Teams with appointed leaders that will work with the Network's Instructional Team to align core standards. • Use Atlas Rubicon website to construct and align curriculum maps. • Work with the College Board to create academically rigorous curriculum maps with a focus on college readiness. • Provide team leaders with the opportunity to attend the College Board Pre-AP workshops. • Use Title I funding for professional development to contract with Aussie and Kaplan to support us with the alignment of the curriculum.
Evidence	<ul style="list-style-type: none"> • Curriculum maps will be posted on the Atlas Rubicon website. • Observations and inter-visitations should show evidence of alignment through learning goals and objectives. • Department and team meeting minutes. • Professional development workshop attendance sheets and the implementation of new strategies and techniques.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2011, we will increase the Math and ELA scale scores by 2%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The School will implement AIS using our R_x for success program for students that are in need of support. Teachers will be assigned to our Pharmacy (study hall) to help provide individualized instruction using AFL (Assessment for Learning) strategies. We will also provide after-school instruction as added academic intervention.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I and Tax Levy (FSF) will be aligned to help support this plan.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We will use formative assessment, periodic assessment, inquiry team data, and data from HSST and ATS to track progress.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase passing rates on U.S. History and Global Regents exams by 10%. Secure integrated 7th and 8th grade curriculum that focuses on analytical skills and writing. Create systematic project-based learning initiatives in U.S. History and Global Studies.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of the workshop model and project-based learning opportunities. Expand interdisciplinary connections with English and Communications classes; developing a core reading list of fiction and non-fiction materials including, but not limited to: novels, journals, legal and government documents, newspapers, and periodicals. Focus on decoding dated and technical language. Create a team taught U.S. History class.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I and Tax Levy (FSF) will be aligned to help support this plan.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We will use formative assessment, periodic assessment, inquiry team data, and data from HSST and ATS to track progress.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve ELL student proficiency in reading and writing at the beginners level by 5% that will result in an increase in the students transitioning from the beginner to the intermediate learning level by August of 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students will be assigned to a tutoring session either in the morning or afternoon based on individual schedules as part of the R_x for success program. • Holding planning conferences designed to assess ARIS data and to develop techniques and strategies for differentiated learning. • Pre-Observations will also examine the need for performance based assessments. • An inter-visitation plan (protocols and procedures) will be implemented to reduce isolation and expand best practices. • Department meetings will be held in collaboration with English and/or Social Studies based on CTT model/program, so team members may develop the Instructional Program Mission Statement. • Curriculum Mapping structures will be used by each department to reassess and establish the instructional program and align it to new Common Core Standards. • To review Regents and Credit acquisition data from the previous year to assess learning trends and to use that data to establish the department goals for 2010-2011. • To continue to display student work replete with rubrics, meaningful comments. • Developing and implementing workshops by ELL instructors for ELL parents in concert with the Parent Coordinator and Instructional Team • Communicating student growth and progress to parents through Progress Letters. • Holding department meetings to discuss ARIS trends and data for planning purposes. • Attaining coherence and alignment with school-wide and grade level goals. • To employ an additional ELL teacher who will work in concert with peers to increase services provided.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I and Tax Levy (FSF) will be aligned to help support this plan.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We will use formative assessment, periodic assessment, inquiry team data, and data from HSST and ATS to track progress.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create two horizontal planning teams (middle school and high school) and five subject area planning teams by August 2011 in order to enhance vertical and horizontal alignment of curriculum through the implementation of curriculum mapping.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Establishment of common planning time teams that will meet twice weekly. • Establishment of departments to meet once a month for vertical planning. • Establishment of Grade Teams with appointed leaders that will work with the Network’s Instructional Team to align core standards. • Use Atlas Rubicon website to construct and align curriculum maps. • Work with the College Board to create academically rigorous curriculum maps with a focus on college readiness. • Provide team leaders with the opportunity to attend the College Board Pre-AP workshops. • Use Title I funding for professional development to contract with Aussie and Kaplan to support us with the alignment of the curriculum.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I and Tax Levy (FSF) will be aligned to help support this plan.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We will use formative assessment, periodic assessment, inquiry team data, and data from HSST and ATS to track progress.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Provide students with additional staff to support their social and emotional needs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Hire a college advisor to supplement the work currently being done by the existing counselor and continue to have an assistant principal and hire additional teachers in order to reduce class size.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I and Tax Levy (FSF) will be aligned to help support this plan.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We will use formative assessment, periodic assessment, inquiry team data, and data from HSST and ATS to track progress.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop student competence in computer applications and technology across all content areas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All students will learn to use all aspects of Microsoft Office Suite including word, excel, power point, and access while integrating content area subjects. They will learn how to use Hospital simulation software (Classroom Inc.). Students in need of credit recovery or enrichment will be provided with access to “Aventa” on-line coursework. This would allow us to integrate computer applications with content area classes to create project-based learning opportunities that offer multiple learning avenues.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I and Tax Levy (FSF) will be aligned to help support this plan.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We will use formative assessment, periodic assessment, inquiry team data, and data from HSST and ATS to track progress.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL

C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	NA	NA	N/A	N/A	NA	NA	NA	NA
1	NA	NA	N/A	N/A	NA	NA	NA	NA
2	NA	NA	N/A	N/A	NA	NA	NA	NA
3	NA	NA	N/A	N/A	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA
6	9	5	5	9	1	0	0	0
7	22	20	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA	NA	NA
9	11	17	17	11	1	0	0	0
10	8	8	8	8	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA: R_x for success program FFSA (Family Friendly Saturday Academy)</p>	<p>We provide our students with academic intervention during the regular school day through our “R_x for success” program. Our “R_x for success” program includes an extended day for students to report for tutoring during their “Pharmacy” period with prescription in hand (filled out by a subject area teacher) to receive individualized academic intervention. In addition to our “R_x for success” program, we provide opportunities for our students to attend before or after school tutoring sessions. We also provide our students with added support with our FFSA (Family Friendly Saturday Academy) program. With FFSA, parents are welcome to attend with their children in order to build capacity at home to support their child with a subject area they are struggling with.</p>
<p>Mathematics: R_x for success program FFSA (Family Friendly Saturday Academy)</p>	<p>We provide our students with academic intervention during the regular school day through our “R_x for success” program. Our “R_x for success” program includes an extended day for students to report for tutoring during their “Pharmacy” period with prescription in hand (filled out by a subject area teacher) to receive individualized academic intervention. In addition to our “R_x for success” program, we provide opportunities for our students to attend before or after school tutoring sessions. We also provide our students with added support with our FFSA (Family Friendly Saturday Academy) program. With FFSA, parents are welcome to attend with their children in order to build capacity at home to support their child with a subject area they are struggling with. We supplement our CPM (College Preparatory Mathematics) Curriculum with other resources, such as software and websites to differentiate instruction to reach each student.</p>
<p>Science: R_x for success program FFSA (Family Friendly Saturday Academy)</p>	<p>We provide our students with academic intervention during the regular school day through our “R_x for success” program. Our “R_x for success” program includes an extended day for students to report for tutoring during their “Pharmacy” period with prescription in hand (filled out by a subject area teacher) to receive individualized academic intervention. In addition to our “R_x for success” program, we provide opportunities for our students to attend before or after school tutoring sessions. We provide our students with added support with our FFSA (Family Friendly Saturday Academy) program. With FFSA, parents are welcome to attend with their children in order to build capacity at home to support their child with a subject area they are struggling with. Technology based laboratories and state of the art hardware is utilized in our classroom instruction and labs. Students are provided with additional time in the science lab in order to provide them with additional support.</p>
<p>Social Studies: R_x for success program FFSA (Family Friendly Saturday Academy)</p>	<p>We provide our students with academic intervention during the regular school day through our “R_x for success” program. Our “R_x for success” program includes an extended day for students to report for tutoring during their “Pharmacy” period with prescription in hand (filled out by a subject area teacher) to receive individualized academic intervention. In addition to our “R_x for success” program, we provide opportunities for our students to attend before or after school tutoring sessions. We provide our students with added support with our FFSA (Family Friendly Saturday Academy) program. With FFSA, parents are welcome to attend with their children in order to build capacity at home to support their child with a subject area they are struggling with. Laptops and software are often used in order to provide students with an interactive and engaging experience.</p>

At-risk Services Provided by the Guidance Counselor:	Small group, one-to-one counseling during our extended day program. Focus is on goal setting, self-reflection, and process analysis.
At-risk Services Provided by the School Psychologist:	Small group, one-to-one counseling during our extended day program. Focus is on goal setting, self reflection, coping mechanisms, and family issues.
At-risk Services Provided by the Social Worker:	Small group, one-to-one counseling during our extended day program. Focus is on goal setting, self reflection, coping mechanisms, and family issues.
At-risk Health-related Services:	Occurs during the day and at night during workshops. The goal is often student-parent involvement and discussion of issues.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) LAP narrative to this CEP.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___X___ ESL ___ Both **Number of LEP (ELL) Students Served in 2009-10: 21**

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):
AMT School has a 6th, 7th, 9th, 10th, and 11th grade program. The school provides a pull-out/push-in ELL program for all students, placed according to their most recent NYSELAT scores.

ESL Program:

- One fully certified ESL teachers will provide whole class instruction as well as supplemental instruction to ELL students.
- ESL instruction is provided, as determined by LAB-R or NYSELAT, and is consistent with CR Part 154 requirements.
- Students will be programmed for supplementary support through a pull out/push in reading and writing program.
- ESL instruction is aligned to the NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners.
- The classroom teachers will use ESL strategies such as the Point of Entry Model, Balanced Literacy, and content enhancement strategies to deliver content area instruction.
- Academic content area instruction in the general education classroom will incorporate ESL strategies augmented by Balanced Literacy, content enhancement methodology, and the workshop model.

II. Parent/community involvement:

- Parent orientations are conducted for parents of newly enrolled ELLs to provide them with information about programmatic offerings. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available for parent orientations. Informational materials are also available in the parent’s home language.
- A parent conference is conducted during the fall before Parent-Teacher Conferences to orient ELL parents on program requirements, instructional standards, and assessments to be implemented, and school expectations.
- ELL parents are encouraged to meet with teachers regarding their child’s performance at least twice a year with a translator provided by the school.
- An ELL parent conference will conducted during the spring prior to administration of standardized tests to review strategies for assisting their child prepare for examinations and instructional standards for each test.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

N/A

IV. Staff Development (2008-2009 activities):

- Teachers serving ELLs will participate in regional professional development offerings. ESL teachers will meet with content-area teachers during team planning time to assist them in planning, delivery of instruction, and assessment.
- All new teachers will be provided with six hours of professional development concerning ESL strategies.
- Three fifty-minute professional development sessions will be devoted to instructional strategies for ELL services in content areas. Supplemental instructional guidance will not be limited to these professional development sessions.

Academy of Medical Technology

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Let us work together to make *our* vision a reality
Jose Merced, Principal



Language Allocation Policy (Part A)

ELL Identification Process

The identification of English Language Learners (ELLs) occurs when newly enrolled students first enter the school. The process begins with the administering of the Home Language Identification Survey which includes an informal oral interview in English and in the native language, and the formal initial assessment. The Guidance Counselor and ESL Coordinator/Teacher are the individuals responsible for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Using ATS data, the ESL coordinator and Testing Coordinator performs the annual ELL evaluation using the New York State English as a Second Language Achievement Test (NYSESLAT).

After viewing the DOE video and provided with the assessment results, parents are given the opportunity to choose a program the choices include Transitional Bilingual, Dual Language, and Freestanding ESL. We provide translational services in order to make sure that the parents completely understand which programs are available to them. This process begins immediately after the initial orientation session. We provide the parents with the entitlement letters during the consultation session and all documents are collected immediately. If a parent chooses to take the documents home, they are required to return them the next day. If a form is not returned, the child is placed in the default program (Transitional Bilingual Education) as per CR Part 154. As of the present, the Parent Survey and Selection form trends remain the same. Our school is currently aligned with requests.

Programming and Scheduling Information

We utilize a Push-in/Pull-out model of instruction that is ungraded with heterogeneous grouping. We also offer Homogeneous grouping models in which beginners are grouped together for one period (40 min.) per day. The students are also provided with two additional units which are mixed graded with heterogeneous grouping. Content based instruction is provided through a team teaching model in ELA classes. Beginners are provided with 540 minutes per week, intermediate with 360 minutes per week, and advance with 180 minutes per week. At

our school, we offer ELLs the opportunity to participate in the R_x for Success program which is part of our extended day program. The needs of all ELLs (including SIFE) are met through our individualized prescription program. Students are provided a prescription from their subject class teachers which are filled at our Pharmacy (Study Hall). Teachers are paid per-session to provide individualized instruction during these periods during and after school. ATS, ARIS, HSST, and periodic assessment data is used to provide instruction that are target specific and differentiated.

Professional Development

The Academy of Medical Technology utilizes data to provide teachers with professional development opportunities that are differentiated and relevant. We provide our teachers with a summer College Board On-Boarding Retreat program to start the school year. We also provide teachers with College Board Advisory training during the summer. Our Guidance Counselor with monthly Advisory training that is then turn-keyed to the staff once a week during common planning time. ELA teachers are provided with “Springboard” training by the College Board. Math teachers are provided with CPM (College Preparatory Math) training by the College Board. All first year teachers are required to attend monthly weekend retreat featuring “The Heart of Change” program sponsored by the College Board. There they receive professional development on “Differentiated Instruction” and assessment techniques. Vertical team members receive curriculum map training offered by Atlas Rubicon at the College Board. Atlas Rubicon also provides our teachers with quarterly on-site visits for follow-up professional development and support. During the fall, we provide our teachers with a weekend retreat facilitated by Kaplan. Kaplan also provides us with all the resource materials for all major subject areas. They also provide us with on-site professional development workshops that focus in on differentiated instruction and on-site coaching. The Empowerment Network provides our lead teachers with professional development workshops through the ESO5 PAN Grant Initiative that supports our work using AFL (Assessment for Learning) strategies. They also provide the Assistant Principal with the opportunity to attend Leadership training workshops. Aventa offers online courses including core curriculum, electives and world language courses for middle school and high school, Advanced Placement (AP) and credit recovery courses. To help students succeed in an online learning environment, Aventa Learning Coaches support and train on-site Mentors who are appointed by the school and provide regular, on-site support. Aventa Mentors know the students, help them stay on track, provide exam proctoring and serve as important liaisons between the online teacher and the school community. The AMT Administration also provides professional development workshops during monthly staff meetings and professional development days. First year teachers are provided with a mentor for support. All teachers are provided with one period every day for common planning. Finally, Cooperative Team Building Workshops are provided by Project Care.

Parental Involvement

We provide parents with a beginning of the year orientation to get them immediately involved. The parents of ELLs are immediately identified and provided with translational services. We conduct monthly Parent Association meetings and offer families copies of the minutes in their native language. We provide our ELL parents the opportunity to learning English by offering workshops in which they can

use the Rosetta Stone software as an instructional tool. We also provide workshops to help them to provide their children with the assistance they need in order to complete their homework assignments. We have purchased the “Messenger” phone system in order to send messages in their native language to keep them informed. We also provide monthly newsletters in their native language to keep them up to date. We are an active chapter of HOSA (Health Occupations Students of America). A student-led national organization with a program of work designed to provide developmental opportunities and develop the future leaders of the health care community. Our ELL students have the opportunity to attend and participate in New York State Leadership Conferences and Competitive events which are supported by the New York State Department of Education. We have a partnership with Peninsula Hospital located in Far Rockaway N.Y. Our ELL students will be allowed to do conduct a clinical internship as unit clerks doing volunteer work. ELL students will be provided an opportunity to shadow health care professionals as part of our HCCEP (Health Care Careers Exploration Program). There will be an AMT staff member to provide on-site clinical supervision and instruction.

We have a partnership with the New York Aquarium as part of our Vet-Tech program. Middle School students engage in behind the scenes tours. Our students can take a peek behind the scenes at the Aquarium. They are shown selected tanks from a keeper's eye view, and explained the mechanics of caring for both the exhibits and the animals. Courses include diversity and adaptations, invertebrate design, and Exploring the Micro cosmos. High Students engage in the behind The Scenes Tour. Lecture tours of selected Aquarium exhibits which introduce the students to animal behavior, biology, husbandry, and life support systems. Courses include Aqua vets – Introduction to Marine Veterinary Science. This program will introduce students to the science of aquatic animal husbandry, water chemistry, and nutrition. Our student are also provided with beach ecology and collecting techniques. Our students dress for the field for a hands-on exploration of a sandy shore, emphasizing adaptations and techniques of specimen collecting with seine and plankton nets. For our 7th grade students, we partner with Columbia University to offer summer internships through their STEP (Science & Technology Entry **Program**) program. We also support our Advisory program with partnerships with North Shore LIJ and the New York City Police Department.

Form TIII – A (1)(b)

School: 27Q309 BEDS Code: 342700011309

Title III LEP Program

School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$595	R _x for Success program, additional support for formalized assessments
Purchased services such as curriculum and staff development contracts	NA	NA
Supplies and materials	\$123	Supplies for instructional support
Travel	NA	NA
Other	NA	NA
TOTAL	\$718	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

AMT staff members conducted a needs assessment with parent focus groups via telephone interviews and face-to-face interviews.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Spanish, Haiti and Bengali is the focus language for translation services in our school. We used in house staff, on-line resources, and funding sources to help meet the specific needs of our students. The findings were report to the school community through the Parent's Association and the School Leadership Team.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

In-house staff is used to meet translation needs – per session provides fiscal support for translation services outside of the academic day.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In-house staff is available for translation services during the academic day and school events. If needed, we can also reach out to the New York City's Department of Education'

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In-house staff and the Parent's Association provide outreach to parents concerning translation services. Parents are notified at the beginning of school and throughout the year.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

8. Enter the anticipated Title I allocation for the school for 2009-2010 **\$133,513**
9. Enter the anticipated 1% allocation for Title I Parent Involvement Program **\$1,335**
10. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified **\$6,675**
11. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year **100%**
12. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

I. General Expectations

AMT agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committee to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. AMT will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: In consultation with the parents’ executive committee we will format a plan of action.
2. AMT will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: In consultation with the parents’ executive committee and SLT, we will review our outreach program annually.
3. AMT will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Monthly newsletter, on-site visits, consultation with parents’ executive committee, and parent meetings.
4. AMT will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental

involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play) In consultation with the parents' executive committee and the SLT the school will evaluate the effectiveness of the initiative twice a year.

5. AMT will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: through workshops with the parent coordinator and guidance counselor
 - iv. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: workshops with the guidance counselor
 - b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: In consultation with the parents' executive committee we will create a format for involvement and distribution of materials essential for parent involvement.
 - c. The school will take the following actions to ensure that information related to the school and parent- programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and to the extent practicable, in a language the parents can understand: monthly newsletter and appropriate mailings.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the school leadership team. This policy was adopted by the Academy of Medical Technology School on November 20, 2008 and will be in effect for the period of 2008-2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2008.

2. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Academy of Medical Technology, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

AMT will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.].
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: twice a year – 1st and 2nd semester.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: academic report cards at least three times a year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Before, during, and after the academic day.
5. Provide parents opportunities to volunteer, and to observe classroom activities, as follows: Parents may contact the school or the parents' executive committee to learn about volunteer activities.
6. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Part D

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

See Part D

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See Part D

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

See Part D

6. Strategies to increase parental involvement through means such as family literacy services.

See Part D

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

See Part D

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See Part D

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See Part D

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

See Part D

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Title I resources will be used to provide targeted students with small group and one-on-one tutoring through our extended day and Rx success programs. Title I students will go to specific study halls called pharmacies with their prescriptions to help them meet specific needs based on triangulated data.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

To ensure that planning for students served under this program is incorporated into existing school planning. We have developed school based action plans and extended the school day. Title I funds have also been set aside and schedule to supplements the instructional program for eligible students.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

The R_x for success program at AMT provides the students with the extended learning time during the course of the regular school day for independent study, remediation, research and enrichment.

4. Coordinate with and support the regular educational program;

The R_x for success program supports the regular educational program by providing supplemental small group or one-to-one instruction based on the prescription written by the regular subject class teacher

5. Provide instruction by highly qualified teachers;

All AMT teachers are highly qualified. 5% of the Titles I funding will be used to provide additional professional development that will allow our teachers to provide differentiated instruction according to their needs

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Title I funds will be used to allow all members of our learning community to attend P.D. conferences that are offered in or out of the city. Staff members will be encouraged to attend state and national conferences.

7. Provide strategies to increase parental involvement; and

1% of Title I funds will be used to offer workshops and activities that will encourage parents to participate in the learning experience of their children. This will allow parents to model that they are life long learners. We will also offer GED preparation and basic technology training workshops.

8. Coordinate and integrate Federal, State and local services and programs.

We will use funding to coordinate with State and National HOSA (Health Occupations Students of America) chapters in order to provide our students with leadership training opportunities. We will also coordinate with health care facilities and institutions of higher learning to provide our students with services and to engage in programs at the local, state and national level.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical

content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K–8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students’ time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable
- Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with

accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We have one student

2. Please describe the services you are planning to provide to the STH population.

We will provide the student with counseling services.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Academy of Medical Technology: A College Board Sch					
District:	27	DBN:	27Q309	School		342700011309

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	
	1		5		9	v	Ungraded	v
	2		6	v	10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			94.2/	94.2 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0			88.7	96.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	73	52	41	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	80	55			80.9	77.9
Grade 8	0	0	76				
Grade 9	42	75	113	Students in Temporary Housing - Total Number:			
Grade 10	0	44	66	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	34			4	3
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	115	252	386	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
						3	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		10	8
# in Collaborative Team Teaching (CTT) Classes	10	33	54	Superintendent Suspensions		0	1
Number all others	1	0	7				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	10	11	TBD
# ELLs with IEPs	0	4	TBD
These students are included in the General and Special Education enrollment information above.			
Number of Teachers		11	18
Number of Administrators and Other Professionals		4	4
Number of Educational Paraprofessionals		0	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		1	7	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		18.2	33.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		82.0	77.8
American Indian or Alaska Native	1.7	0.4	0.3	% core classes taught by "highly qualified" teachers		96.8	96.9
Black or African American	53.0	56.7	54.4				
Hispanic or Latino	27.8	29.0	30.6				
Asian or Native Hawaiian/Other Pacific	13.9	10.3	10.6				
White	2.6	2.4	4.1				
Male	40.9	42.5	39.9				
Female	59.1	57.5	60.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:		Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v					
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
Student groups making	3	3					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	D	Overall Evaluation:					P
Overall Score:	18.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	8.9	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	4.7	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					UPF
Student Progress:	4.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 406	District 27	School Number 309	School Name Academy of Med. Tech
Principal Jose Merced		Assistant Principal Felicia Batkin	
Coach NA		Coach NA	
Teacher/Subject Area Andrea Remmert/ESL		Guidance Counselor Linette Matos	
Teacher/Subject Area Leslie Feliciano/ESL		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Brenda Figueroa	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	396	Total Number of ELLs	31	ELLs as Share of Total Student Population (%)	7.83%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

8
ELL Identification Process

The identification of English Language Learners (ELLs) occurs when newly enrolled students first enter the school. The process begins with the administering of the Home Language Identification Survey which includes an informal oral interview in English and in the native language, as well as the formal initial assessment. Certified ESL Coordinator/Teacher(s) are the only individuals responsible for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Using ATS data, the ESL coordinator and Testing Coordinator perform the annual ELL evaluation using the New York State English as a Second Language Achievement Test (NYSESLAT).

All parents are provided with the NYSESLAT assessment results through the distribution of entitlement letters. These are distributed by the ESL coordinator/ teacher(s) in each family's home language as specified by the HLIS. In addition, the parent coordinator ensures that all parents of ELL's are provided with the opportunity to view the DOE video. At this point parents are given the opportunity to choose a program for their ELL children via the Parent Selection Form. Follow up outreach is provided by the parent coordinator and the ESL coordinator/teacher, for families who do not return their Parent Selection Form in the form of phone calls as well as additional mailings of the specified forms in the preferred language of communication. Program choices include Transitional Bilingual, Dual Language, and Freestanding ESL. We provide translational services in order to make sure that the parents completely understand which programs are available to them. This process begins immediately after the initial orientation session. We provide the parents with the entitlement letters during the consultation session and all documents are collected immediately. If a parent chooses to take the documents home, they are required to return them the next day. If a form is not returned, the child is placed in the default program (Transitional Bilingual Education) as per CR Part 154. As of the present, the Parent Survey and Selection form trends indicate a preference in Freestanding ESL services. Consequently, our current program model is Freestanding ESL with native language support. Our school is currently aligned with requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5		
<input checked="" type="radio"/> 6	<input checked="" type="radio"/> 7	<input checked="" type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11	<input checked="" type="radio"/> 12	

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	1	1	1	2	2	1	0	8
Total	0	0	0	0	0	0	1	1	1	2	2	1	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	4
SIFE	9	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	9

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 special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	14	7	0	8	2	2	9	0	2	31
Total	14	7	0	8	2	2	9	0	2	31

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Yiddish														0
Other														0
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	1	4	9	7	4		26
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian									1	1		1		3
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	1	2	6	10	7	5	0	31

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

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

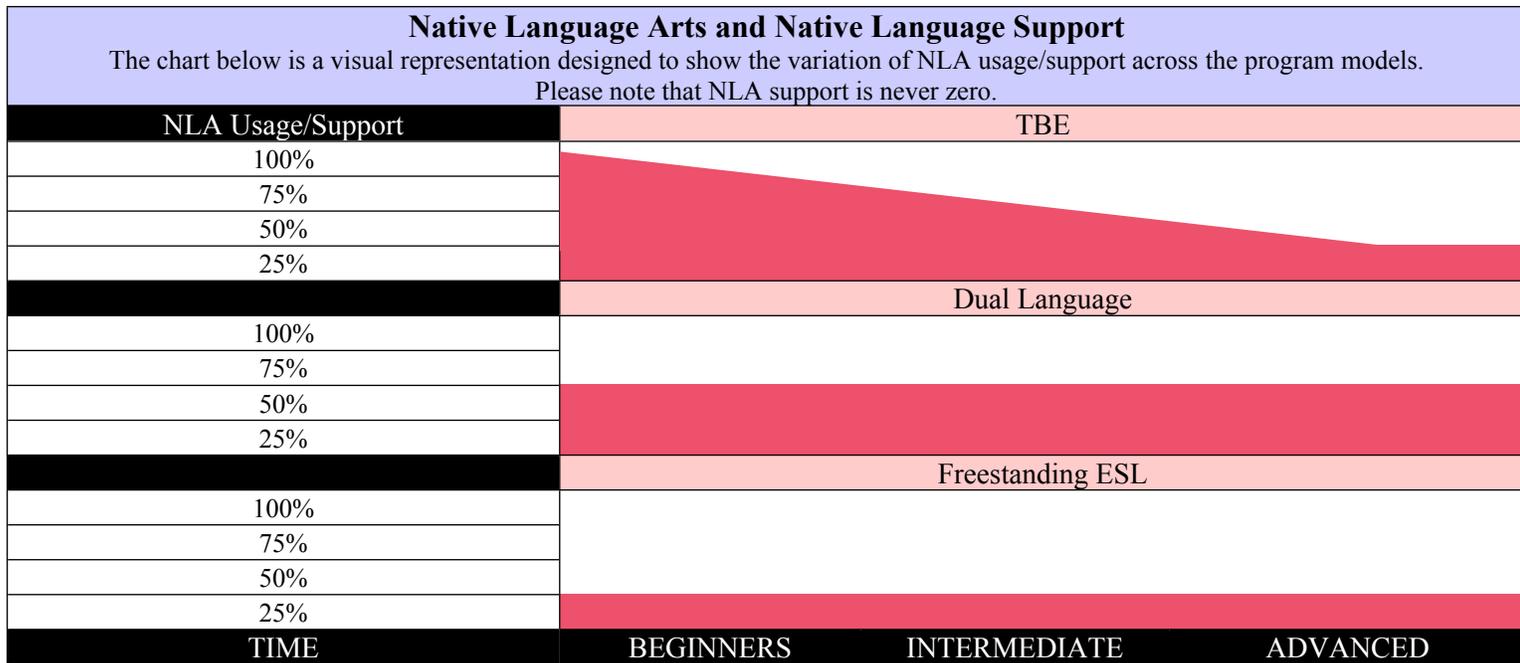
Beginning

Intermediate

Advanced

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Programming and Scheduling Information

We utilize a Push-in/Pull-out model of instruction that is ungraded with heterogeneous grouping. We also offer Homogeneous grouping models in which beginners are grouped together for one period (40 min.) per day for discrete English Language Instruction using various forms of technology including laptop computers, and a SMART board. The students are also provided with two additional units which are mixed grade with heterogeneous grouping. Content based instruction is provided through a team teaching model in ELA classes, where instruction is differentiated for ELLs through the use of graphic novels, modified adaptations of grade appropriate literature, pre-teaching of vocabulary, use of the SMARTboard for visual aides, and pull outs when necessary. Beginners are provided with 540 minutes per week, intermediate with 360 minutes per week, and advance with 180 minutes per week. The mandated instructional minutes are provided through the use of team teaching in ELA classes for all ELLs. Specifically, all ELLs in a given grade receive ELA class together in a 60/40 team teaching environment, with both a certified ELA teacher and a certified ESL teacher, daily. In addition all beginner and intermediate students receive one 40 minute period per day of mixed grade pull outs with a certified ESL teacher. Finally, beginner students receive one 40 minute period per day of targeted ESL instruction at the beginner level with a certified ESL Teacher. Content teachers are each provided with bilingual glossaries in all necessary languages in order to provide native language support. In addition, content teachers receive professional development in ESL methodology such as Sheltered Instruction, techniques for providing scaffolding to ELLs, and assessment of ELLs. Finally, all ELLs are provided with biligual dictionaries and access to laptop computers with internet for completion of assignments. In math and science in particular, students are provided with a range of manipulatives which trigger tactile learning and make instruction more meaningful. In addition, ELLs are provided with the opportunity to take language electives in both Spanish and French. ELLs identified as students with disabilities receive ESL support through the ELA team teaching model as well as through pull outs when necessary.

Targeted intervention programs for ELLs in the content areas is provided through the Rx for Success program which is part of our extended day program. The needs of all ELLs (including SIFE) are met through our individualized prescription program. Students are provided a prescription from their subject class teachers which are filled out by the content teachers during our Pharmacy (Study Hall). "Prescriptions" identify the specific skills and language needs of each student. Teachers are paid per-session to provide individualized instruction during these periods during and after school. ATS, ARIS, HSST, and periodic assessment data is used to provide instruction that are target specific and differentiated. All instructional support is offered in English, Spanish, and French.

Continuing transitional support is provided for all ELLs who have reached proficiency on the NYSESLAT for two years after they become proficient. Support is provided through appropriate testing modifications, extended time on exams and projects, access to the ESL library and resource room, as well as placement in the ELA/ ESL team teaching model.

For the upcoming year, we plan to continue improving and expanding our ESL resource room and native language support libraries. We also plan to provide additional professional development to all staff regarding instruction of ELLs in the content areas. In addition we plan to improve our school's use of technology by providing SMARTboards for all classrooms. Finally, the ESL coordinator/teacher(s) plan to work together with the parent coordinator in order to provide additional support and activities for newly enrolled ELLs before the beginning of the school year. At this time, we have found the team teaching and push in/ pull out models of ESL instruction to be effective for our size and population and therefor have no plans to discontinue their use as the main components of our Freestanding ESL program for all grades.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development

The Academy of Medical Technology utilizes data to provide teachers with professional development opportunities that are differentiated and relevant. We provide our teachers with a summer College Board On-Boarding Retreat program to start the school year. We also provide teachers with College Board Advisory training during the summer. Our Guidance Counselor with monthly Advisory training that is then turn-keyed to the staff once a week during common planning time. ELA teachers are provided with "Springboard" training by the College Board. Math teachers are provided with CPM (College Preparatory Math) training by the College Board. All first year teachers are required to attend monthly weekend retreat featuring "The Heart of Change" program sponsored by the College Board. There they receive professional development on "Differentiated Instruction" and assessment techniques. Vertical team members receive curriculum map training offered by Atlas Rubicon at the College Board. Atlas Rubicon also provides our teachers with quarterly on-site visits for follow-up professional development and support. During the fall, we provide our teachers with a weekend retreat facilitated by Kaplan. Kaplan also provides us with all the resource materials for all major subject areas. They also provide us with on-site professional development workshops that focus in on differentiated instruction and on-site coaching. The Empowerment Network provides our lead teachers with professional development workshops through the ESO5 PAN Grant Initiative that supports our work using AFL (Assessment for Learning) strategies. They also provide the Assistant Principal with the opportunity to attend Leadership training workshops. Aventa offers online courses including core curriculum, electives and world language courses for middle school and high school, Advanced Placement (AP) and credit recovery courses. To help students succeed in an online learning environment, Aventa Learning Coaches support and train on-site Mentors who are appointed by the school and provide regular, on-site support. Aventa Mentors know the students, help them stay on track, provide exam proctoring and serve as important liaisons between the online teacher and the school community. The AMT Administration also provides professional development workshops during monthly staff meetings and professional development days. First year teachers are provided with a mentor for support. All teachers are provided with one period every day for common planning. Finally, Cooperative Team Building Workshops are provided by Project Care.

E. Parental Involvement

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

Parental Involvement

We provide parents with a beginning of the year orientation to get them immediately involved. The parents of ELLs are identified and provided with translational services. We conduct monthly Parent Association meetings and offer families copies of the minutes in their native language. We provide our ELL parents the opportunity to learn English by offering workshops in which they can use the Rosetta Stone software as an instructional tool. We also provide workshops to help them to provide their children with the assistance they need in order to complete their homework assignments. We have purchased the “Messenger” phone system in order to send messages in their native language to keep them informed. We also provide monthly newsletters in their native language to keep them up to date. Parent needs are evaluated through informal interviews and conversations during PTA meetings, open houses, orientations, and parent teacher nights. Bilingual staff members are present at all functions involving parents so translation services may be provided.

We are an active chapter of HOSA (Health Occupations Students of America). A student-led national organization with a program of work designed to provide developmental opportunities and develop the future leaders of the health care community. Our ELL students have the opportunity to attend and participate in New York State Leadership Conferences and Competitive events which are supported by the New York State Department of Education. We have a partnership with Peninsula Hospital located in Far Rockaway N.Y. Our ELL students will be allowed to conduct a clinical internship as unit clerks doing volunteer work. ELL students will be provided an opportunity to shadow health care professionals as part of our HCCEP (Health Care Careers Exploration Program). There will be an AMT staff member to provide on-site clinical supervision and instruction.

We have a partnership with the New York Aquarium as part of our Vet-Tech program. Middle School students engage in behind the scenes tours. Our students can take a peek behind the scenes at the Aquarium. They are shown selected tanks from a keeper's eye view, and explained the mechanics of caring for both the exhibits and the animals. Courses include diversity and adaptations, invertebrate design, and Exploring the Micro cosmos. High Students engage in the behind The Scenes Tour. Lecture tours of selected Aquarium exhibits which introduce the students to animal behavior, biology, husbandry, and life support systems. Courses include Aqua vets – Introduction to Marine Veterinary Science. This program will introduce students to the science of aquatic animal husbandry, water chemistry, and nutrition. Our student are also provided with beach ecology and collecting techniques. Our students dress for the field for a hands-on exploration of a sandy shore, emphasizing adaptations and techniques of specimen collecting with seine and plankton nets. For our 7th grade students, we partner with Columbia University to offer summer internships through their STEP (Science & Technology Entry Program) program. We also support our Advisory program with partnerships with North Shore LIJ and the New York City Police Department.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	0	0	2	1	1		4
Intermediate(I)							0	1	1	4	3	2		11
Advanced (A)							1	1	5	4	3	2		16

Total	0	0	0	0	0	0	1	2	6	10	7	5	0	31
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B										1	1		2
	I								1			1	2	4
	A									2	3			5
	P							1	1	4	7	4	3	20
READING / WRITING	B										2		1	3
	I								1	4	5	3	2	15
	A							1	1	2	4	3	2	13
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		1			1
7		1	1		2
8	3	2	1		6
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			1						1
7			1		1				2
8	3		2		1				6
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1			
Math <u>Alg.</u>	11		5	
Math				
Biology	8		4	
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	5		1	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Data patterns on the LAB R reveal that the majority of ELLs enter the United States with a minimal amount of English and therefore require intensive English language instruction upon entering the NYC school system. Students who have received some English in their home country may score higher on the reading and writing sections of the LABR while those students who have received little or no English instruction in their home country will score as beginners across all modalities. Intensive sheltered instruction with native language support, as well as socio-emotional support should be provided for these students upon entrance to the NYC school system.

Patterns across the NYSESLAT modalities reveal that the majority of students move from beginner to intermediate within the first year of instruction in a Freestanding ESL program. The majority of students also become proficient in speaking and listening within three to four years. However, a significant number of students remain at the intermediate level of reading and writing for more than one year and at the advanced level for more than two years. A significant number of students also remain at the advanced level for more than six years, particularly at the middle school level. Beginner and intermediate ELLs score lower than their native speaker counterparts on exams taken in English, while advanced learners score comparably with native speakers. These findings indicate that instruction of intermediate and advanced ELLs needs to be more targeted toward improving reading and writing skills. Content teachers should be trained further in the use of ESL strategies in their classrooms. ESL pull-outs should also target student's academic reading and writing skills, as well as their test taking skills. Finally, ELLs should receive native language literacy support in order to improve comprehension and critical thinking while reading and writing.

ELL periodic assessments are used to differentiate instruction in the content areas as well as to track the success of current methodology. Periodic assessments also help teachers make decisions as to how much time students need in a pull out environment for intensive targeted ESL instruction. From these assessments the school is learning that ELLs are in need of explicit reading, writing, and grammar instruction in Standard English. Student's Native Languages are used to aide this instruction through the use of glossaries, online translators, and homogenous pairing according to language when necessary and available. In addition students are encouraged to take electives in Spanish and French in order to improve literacy in their Native Language.

Additional Information

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

Additional Information

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/28/10
	Assistant Principal		10/28/10
	Parent Coordinator		10/28/10
	ESL Teacher		10/28/10
	Parent		10/28/10
	Teacher/Subject Area		10/28/10
	Teacher/Subject Area		10/28/10
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 27q309

All Title I SWP schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$209,885	\$8442	\$29,427
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2099	\$84	\$2183
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,494	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$20,989	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
_____100%_____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The Academy of Medical Technology measures its needs on academic achievement, personal growth, social development and the development of a concern about our community. The comprehensive needs assessment activities that we plan to conduct during the 2011- 2012 years are Project- Based Learning, Integrating Curriculum, Portfolio Planning Team and Advisory Team. Students need to be vested in their learning. They need to see how their learning can be reinforced in other subject areas. Our questions and themes must have real life experiences for our. The teachers use standardized exams, teacher developed tests and quizzes, performance observations, projects and involvement in the school community as a way to determine success at the Academy of Medical Technology. The projects will be reflective of class work, homework, and independent research. The attendance at parent workshops and family conferences will be a measuring tool to determine parents' perception as to whether their participation in school has made an impact on their child's success.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Each child who enters our school receives several teacher generated assessments in all subject areas as well as interim assessments in Math and Language Arts by the College Board and Periodic Assessment. What is unique about our school is that our staff works closely with our College Board consultants to plan and generate curriculum appropriate to our students' needs and they collaborate to closely interpret data based on student achievement and comprehensive needs assessments. Our assessment focuses on student achievement but when we discuss our students we assess their academic and as well as social growth. We focus on developing children using a secondary school philosophy when planning our lessons. Since this is our first year in existence, much of our data is limited to assessments and records from prior schools as well as anecdotes and study skill habits. Currently, 10% of our student populations are English Language Learners.

3. Instruction by highly qualified staff.
All AMT teachers are highly qualified. 5% of the Titles I funding will be used to provide additional professional development that will allow our teachers to provide differentiated instruction according to their needs.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
Title I funds will be used to allow all members of our learning community to attend P.D. conferences that are offered in or out of the city. Staff members will be encouraged to attend state and national conferences.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
AMT actively works with the College Board to recruit highly qualified teachers. We attend Job Fairs and use resources such as the Department of Education's Teacher Finder and Teaching Fellow's Program for recruitment.

6. Strategies to increase parental involvement through means such as family literacy services.
We plan to have three sessions of Parents as Learners Program for 2011- 2012. This will be an opportunity to assist parents with literacy while assisting them in helping their children.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
We are a secondary school. We do not have early childhood programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The teachers at AMT participate in our school-based PLCs (Professional Learning Communities). The PLCs include grade level and vertical planning teams. All PLCs are empowered to make decisions regarding the use of academic assessments in order to provide the data that will ultimately drive our instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The Rx for success program at AMT provides the students with the extended learning time during the course of the regular school day for independent study, remediation, research and enrichment. The Rx for success program supports the regular educational program by providing supplemental small group or one-to-one instruction based on the prescription written by the regular subject class teacher. To ensure that planning for students served under this program is incorporated into existing school planning. We have developed school based action plans and extended the school day. Title I funds have also been set aside and schedule to supplements the instructional program for eligible students.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We will use funding to coordinate with State and National HOSA (Health Occupations Students of America) chapters in order to provide our students with leadership training opportunities. We will also coordinate with health care facilities and institutions of higher learning to provide our students with services and to engage in programs at the local, state and national level.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of

IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.
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¹ **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

	<i>or Local)</i>	(✓)			<i>school allocation amounts)</i>	Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$176.,303	✓	27 – 30, 39 - 41
Title I, Part A (ARRA)	Federal	✓			\$8358	✓	27 – 30, 39 - 41
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			\$53,495	✓	
Tax Levy	Local	✓			\$2,076,818	✓	27 – 30, 39 - 41

