



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ACADEMY OF MEDICAL TECHNOLOGY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q309

PRINCIPAL: JOSE MERCED **EMAIL:** JMERCED2@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jose Merced	*Principal or Designee	
Pamela Wilson	*UFT Chapter Chairperson or Designee	
Leon Gibson	*PA/PTA President or Designated Co-President	
Alicea Flynn	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Kimberly Harris Brandon Dixon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gina Davis	Member/Parent	
Jomilla Gibson	Member/Parent	
Donna Thaxter	Member/Parent	
Yutive Peters	Member/Parent	
Laura Carollo	Member/Teacher	
Hyacinth Hinds	Member/Parent	
Cagney Marchione	Member/Teacher	
Kenneth Chojnacki	Member/Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

To improve by 5% the number of students passing the Regents in United States History and Global Studies by August 2012.

Comprehensive needs assessment

- This goal was created in order to meet a need that was identified by the triangulation of the data used by our Inquiry, Administrative, and School leadership teams. The data sources that were sorted, granulated, and triangulated came from the Progress Report, Quality Review, state and school assessment results.

Instructional strategies/activities

- 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 2011-2012.
- To continue to display student work replete with rubrics, meaningful comments.

Strategies to increase parental involvement

- We will 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 will use the “Messenger” phone system in order to send messages in their native language and Datacation/Skedulla to keep them informed. We also provide monthly newsletters in their native language to keep them up to date. Strategies contained in our parent involvement policy will help to increase parental involvement.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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.

Budget and resources alignment

Two Social Studies Teachers will be hired using TL Fair Student Funding HS 80% and Title I SWP 20% for Class size reduction
R_x for Success will be paid for by Per-Session by Contract for Excellence FY09 HS. This tutoring program will be used to support our students with credit recovery, Regents preparation, skill building and academic intervention.
After school tutoring will be paid for by Per-Session TL Fair Student Funding HS
Parental Involvement will be paid for by 1% Title I Parent Involvement Title I SWP. This money will be used to provide workshops and to keep families informed and engaged by way of technological and conventional methods. Title III LEP funds will be used to provide translational services for our non-English speaking families. Title III LEP funds will also be used for Per-Session for our After-School ESL students. ESL teachers will meet with targeted ELLs after school to provide additional support.
Title III LEP funds will be used to provide our ESL teachers with the opportunity to attend professional development workshops offered by approved vendors. The professional development will assist our teachers with compliance, instruction, use of data, and assessment.
Supplies general Title III LEP funds will be used to purchase dictionaries, software, and supplies that will supplement their academic experience.
Supplies will also be purchase using TL Fair Student Funding. Supplies would include hardware, software, and stationary for classroom usage.
TL NYSTL Textbooks and TL NYSTL Library will be used to purchase textbooks, novels, and review books.
5% Title I Highly Qualified and 10% Title I Professional Development funds from Title I SWP will be used to purchase professional development workshops and software from approved vendors.
Per-Session ARRA RTTT Data Specialist funds will be used to pay our Data Specialists per-session in order to support our Inquiry work. This work will help support our teachers and parents in using ARIS and other databases in order to provide for the needs of our students.
Per-Session ARRA RTTT Citywide Inst EXP will be used to pay Inquiry Team members per-session to work after school. This work will support the work being done by Common planning teams, Vertical planning teams, and Department meetings.
Title I SWP will be used to pay for an Assistant Principal in order to supervise after school tutoring program.
Title I SWP will be used to pay for a Guidance Counselor in order to support our advisory program.
Per-Diem funds from the TL Fair Student Fair Student Funding Absence Reserve program will be used to pay for teacher coverage in order for teachers to attend professional development workshops.

Title I SWP Supplies General funds will be use to supplement our Instructional Program. This includes our after-school program as well. Supplies would computer hardware, software, and stationary for classroom enrichment.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

To improve middle school student Performance and Progress by August of 2012 through the implementation of appropriate instructional strategies

Comprehensive needs assessment

- This goal was created in order to meet a need that was identified by the triangulation of the data used by our Inquiry, Administrative, and School leadership teams. The data sources that were sorted, granulated, and triangulated came from the Progress Report, Quality Review, state and school assessment results.

Instructional strategies/activities

- 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 a middle school assistant principal
- Using Title I funding to reduce class size.
- 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.
- 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.

Strategies to increase parental involvement

- We will 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 will use the “Messenger” phone system in order to send messages in their native language and Datacation/Skedulla to keep them informed. We also provide monthly newsletters in their native language to keep them up to date. Strategies contained in our parent involvement policy will help to

increase parental involvement.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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.

Budget and resources alignment

A middle school Assistant Principal will be hired using TL Fair Student Funding

R_x for Success will be paid for by Per-Session by Contract for Excellence FY09 HS This tutoring program will be used to support our students with literacy, State assessment exam preparation, skill building and academic intervention.

After school tutoring will be paid for by Per-Session TL Fair Student Funding HS

Parental Involvement will be paid for by 1% Title I Parent Involvement Title I SWP. This money will be used to provide workshops and to keep families informed and engaged by way of technological and conventional methods. Title III LEP funds will be used to provide translational services for our non-English speaking families.

Title III LEP funds will also be used for Per-Session for our After-School ESL students. ESL teachers will meet with targeted ELLs after school to provide additional support.

Title III LEP funds will be used to provide our ESL teachers with the opportunity to attend professional development workshops offered by approved vendors. The professional development will assist our teachers with compliance, instruction, use of data, and assessment.

Supplies general Title III LEP funds will be used to purchase dictionaries, software, and supplies that will supplement their academic experience.

Supplies will also be purchase using TL Fair Student Funding. Supplies would include hardware, software, and stationary for classroom usage.

TL NYSTL Textbooks and TL NYSTL Library will be used to purchase textbooks, novels, and review books.

5% Title I Highly Qualified and 10% Title I Professional Development funds from Title I SWP will be used to purchase professional development workshops and software from approved vendors.

Per-Session ARRA RTTT Data Specialist funds will be used to pay our Data Specialists per-session in order to support our Inquiry work. This work will help support our teachers and parents in using ARIS and other databases in order to provide for the needs of our students.

Per-Session ARRA RTTT Citywide Inst EXP will be used to pay Inquiry Team members per-session to work after school. This work will support the work being done by Common planning teams, Vertical planning teams, and Department meetings.

Title I SWP will be used to pay for an Assistant Principal in order to supervise after school tutoring program.

Title I SWP will be used to pay for a Guidance Counselor in order to support our advisory program.

Per-Diem funds from the TL Fair Student Fair Student Funding Absence Reserve program will be used to pay for teacher coverage in order for teachers to attend professional development workshops.

Title I SWP Supplies General funds will be use to supplement our Instructional Program. This includes our after-school program as well. Supplies would computer hardware, software, and stationary for classroom enrichment.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

To improve by 5% the number of students passing the Regents in Integrated Algebra and Geometry.

Comprehensive needs assessment

- This goal was created in order to meet a need that was identified by the triangulation of the data used by our Inquiry, Administrative, and School leadership teams. The data sources that were sorted, granulated, and triangulated came from the Progress Report, Quality Review, state and school assessment results.

Instructional strategies/activities

- 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 Mathematics and/or Science 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 2011-2012.
- To continue to display student work replete with rubrics, meaningful comments.
- Use Title I funds to help to reduce class size.

Strategies to increase parental involvement

- We will 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 will use the “Messenger” phone system in order to send messages in their native language and Datacation/Skedulla to keep them informed. We also provide monthly newsletters in their native language to keep them up to date. Strategies contained in our parent involvement policy will help to increase parental involvement.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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.

Budget and resources alignment

One Math Teacher will be hired using TL Fair Student Funding HS 80% and Title I SWP 20% for Class size reduction

One Math Teacher will be hired using TL ASA Register Growth 80% and Title I SWP for Class size reduction

R_x for Success will be paid for by Per-Session by Contract for Excellence FY09 HS This tutoring program will be used to support our students with credit recovery, Regents preparation, skill building and academic intervention.

After school tutoring will be paid for by Per-Session TL Fair Student Funding HS

Parental Involvement will be paid for by 1% Title I Parent Involvement Title I SWP. This money will be used to provide workshops and to keep families informed and engaged by way of technological and conventional methods. Title III LEP funds will be used to provide translational services for our non-English speaking families.

Title III LEP funds will also be used for Per-Session for our After-School ESL students. ESL teachers will meet with targeted ELLs after school to provide additional support.

Title III LEP funds will be used to provide our ESL teachers with the opportunity to attend professional development workshops offered by approved vendors. The professional development will assist our teachers with compliance, instruction, use of data, and assessment.

Supplies general Title III LEP funds will be used to purchase dictionaries, software, and supplies that will supplement their academic experience.

Supplies will also be purchase using TL Fair Student Funding. Supplies would include hardware, software, and stationary for classroom usage.

TL NYSTL Textbooks and TL NYSTL Library will be used to purchase textbooks, novels, and review books.

5% Title I Highly Qualified and 10% Title I Professional Development funds from Title I SWP will be used to purchase professional development workshops and software from approved vendors.

Per-Session ARRA RTTT Data Specialist funds will be used to pay our Data Specialists per-session in order to support our Inquiry work. This work will help support our teachers and parents in using ARIS and other databases in order to provide for the needs of our students.

Per-Session ARRA RTTT Citywide Inst EXP will be used to pay Inquiry Team members per-session to work after school. This work will support the work being done by Common planning teams, Vertical planning teams, and Department meetings.

Title I SWP will be used to pay for an Assistant Principal in order to supervise after school tutoring program.

Title I SWP will be used to pay for a Guidance Counselor in order to support our advisory program.

Per-Diem funds from the TL Fair Student Fair Student Funding Absence Reserve program will be used to pay for teacher coverage in order for teachers to attend professional development workshops.

Title I SWP Supplies General funds will be use to supplement our Instructional Program. This includes our after-school program as well. Supplies would computer hardware, software, and stationary for classroom enrichment.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Embed the work carried out by our Inquiry Team into daily instructional practice.

Comprehensive needs assessment

- This goal was created in order to meet a need that was identified by the triangulation of the data used by our CFN and the College Board. The data sources that were sorted, granulated, and triangulated came from the Progress Report, Quality Review, School Surveys, state and school assessment results.

Instructional strategies/activities

- *Engage in short frequent cycles of classroom observations*
- *Work with PLCs to examine student work in order to provide teachers with evidence-based feedback.*
- *Use PD 360/OBS 360 as tool to provide teachers with immediate feedback and additional support.*
- *Work with Teacher's College (Columbia University), CFN 406, and the College Board to align curricula, problem based learning task and assessments.*

Work with C-PAS to implement PBLs and PBAs

Strategies to increase parental involvement

- We will continue to use strategies contained in our parent involvement policy in order help to increase parental involvement.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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.

Budget and resources alignment

Per-Session ARRA RTTT Data Specialist funds will be used to pay our Data Specialists per-session in order to support our Inquiry work. This work will help support our teachers and parents in using ARIS and other databases in order to provide for the needs of our students.

Per-Session ARRA RTTT Citywide Inst EXP will be used to pay Inquiry Team members per-session to work after school. This work will support the work being done by Common planning teams, Vertical planning teams, and Department meetings.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	35	25	23	2	3	0	2	0
7	21	14	9	10	0	0	1	0
8	11	9	5	4	1	0	2	0
9	35	29	41	43	0	1	3	0
10	18	45	49	37	7	0	6	1
11	29	15	22	34	0	0	1	0
12	10	15	11	18	0	0	1	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA: R_x for success program FFSA (Family Friendly Saturday Academy)	<p>We provide our students with RAMP-UP for literacy support. 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>
Mathematics: R_x for success program FFSA (Family Friendly Saturday Academy)	<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>
Science: R_x for success program FFSA (Family Friendly Saturday Academy)	<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>

Social Studies: R_x for success program FFSA (Family Friendly Saturday Academy)	<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	<p>Small group, one-to-one counseling during our extended day program. Focus is on goal setting, self-reflection, and process analysis.</p>
At-risk Services provided by the School Psychologist	<p>Small group, one-to-one counseling during our extended day program. Focus is on goal setting, self reflection, coping mechanisms, and family issues.</p>
At-risk Services provided by the Social Worker	<p>Small group, one-to-one counseling during our extended day program. Focus is on goal setting, self reflection, coping mechanisms, and family issues.</p>
At-risk Health-related Services	<p>Occurs during the day and at night during workshops. The goal is often student-parent involvement and discussion of issues.</p>

27Q309 Academy of Medical Technology Parent Involvement Policy

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations literacy, accessing community and support services and technology training to build parents' capacity to help their children at home
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions
- translate all critical school documents and provide interpretation during meetings and events as needed
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help

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

- holding an annual Title I Parent Curriculum Conference
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee
- supporting or hosting Family Day events
- establishing a Parent Resource Center/Area or lending library instructional materials for parents
- encouraging more parents to become trained school volunteers
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress

SCHOOL-PARENT COMPACT

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

Statement of Parent Involvement Policy

ACADEMY OF MEDICAL TECHNOLOGY is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified key areas that contribute to a partnership that supports greater student achievement.

- We will join parents to provide for the health, and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. We will also provide training and information to help families understand their children's development and how to support the changes the children undergo.
- We will reach out to provide parents with information about school programs and student progress. This will include phone calls, report cards, parent conferences, flyers, newsletters, pamphlets. Additional communication will be in a form that families find understandable and useful (Including ARIS parent link, Skedula, and our School Messenger.
- Parents can make significant contributions to the school environment and functioning of the school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading, Parent Teacher Association (PTA) resource centers, book sales, following directions, etc ...)
- We will assist parents in having meaningful roles in the school decision making process. The school will provide parents with training and information so they can maximize this opportunity.
- We will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.

- When necessary, we will have translators available, so parents with limited English fluency can understand the proceedings at the PTA meetings. Additional accommodations will be available for parents with disabilities so they can also attend meetings.
- Through the efforts of the Parent Coordinator, the PTA President with Regional Support, an outreach will be made to parents of students in temporary housing (STH) so these families can be involved in parent/school activities.
- We will hold Student awards celebrations in conjunction with the PTA meetings and a HOSA Honors Assembly at the end of each term.
- Two weeks prior to the start of the month, we will distribute the school calendar, informing parents of upcoming school events.
- We will also have a monthly newsletter.
- At our Open House, the parents of English Language Learners/Limited Proficiency (ELLILEP) students will receive an orientation session on state standards assessment programs, school expectations, and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, student updates, relevant workshops, and new school initiatives.

Professional Development:

- Professional Development is provided by professionals at monthly PTA meetings in the areas of health, school curriculum, assessment, and other family matters concerning social and educational issues.
- Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist the team members in making informed decision regarding school matters.
- ELL Professional Development: Regional monthly ESL professional development will be made available to all parents of ELLs. Parents will be afforded the opportunity to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.
- Annual evaluation of the Parent Involvement Policy

Academy of Medical Technology

Parent Compact-Title I

ACADEMY OF MEDICAL TECHNOLOGY agrees to implement the following statutory requirements:

- The school has placed 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 ensures 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 incorporates this parental involvement policy into its school improvement plan.
- In carrying out Title 1, 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 involves the parents of children served in Title 1, Part A programs in decisions about how the 1 % of Title 1, 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:
 - Parent 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 in school
 - That parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees 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

ACADEMY OF MEDICAL TECHNOLOGY will take the following action to involve parents in the joint development of its School Parent Involvement Plan under section 1112 of the ESEA:

- Parents and school staff will meet to develop the Parent Involvement Plan
- Parent Coordinators facilitate parent involvement activities in collaboration with the Parents' Association
- At the regional level, the Office of Parent Support monitors all parent involvement activities
- A comprehensive range of opportunities for parents to become informed, in a timely manner regarding how the program will be designed, operated and evaluated will be established
- After consultation with and review by parents, a written plan will be established to ensure parents are involved in the planning, design and implementation of programs
- The school will provide such reasonable support for parent involvement activities as parents may request
- The School Leadership Team will be involved in the planning to involve parents
- All parents will be informed and invited to meetings to explain programs in an understandable, uniform format in a language the parents can understand
- Monthly PAC and DAC meetings each of which will include discussions of programs to apprise parents of the activities that will be conducted and to solicit recommendations for change
- Parents will participate in school activities and school based announcements to keep parents informed of school events These include Parent Association meetings, multicultural fairs, school assemblies, trips and other special events
- Funds (a minimum of 1 %) may be provided for parent trips related to school and parent involvement activities
- School visits by parents to view school based programs and activities will be supported

ACADEMY OF MEDICAL TECHNOLOGY will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- By late fall, the School Leadership Team will review the current school and district Comprehensive Educational Plans and begin to identify preliminary priorities for the following year. They will consult the school's stakeholders about those preliminary priorities and assess additional needs
- By early spring, the School Leadership Team will have completed a thorough assessment using a review of the NYC school survey and all available data, to evaluate the

- effectiveness of current strategies in meeting the needs of students to inform the development of the next year's Comprehensive Educational Plan and budget
- The Parent Association and Parent Coordinator will hold workshops to explain curriculum and standards, and to stress the importance of getting actively involved in their child's education
 - Emphasis will be placed on the fact that parents as partners in education will influence student achievement in school and throughout life
 - The school community will work collaboratively and cohesively to support learning and to determine the school's educational direction-our vision, goals, priorities, and strategies to achieve that vision
 - All parents will be strongly encouraged to attend Parent Teacher Conferences in order to develop a culture in which there is a shared goal for all children to achieve high levels of learning and a spirit of partnership among all stakeholders to achieve this goal

Our Parent Coordinator will provide the necessary synchronization, technical assistance and other support in planning and implementing effective parent involvement activities.

The Parent Coordinator will do the following:

- Serve as a problem solver, liaison and facilitator for parent and school community concerns and issues including, but limited to, school policies, facilities issues
- Conduct outreach to engage parents in their child's education
- Convene regular parent meetings along with the Principal and Administration, where appropriate
- Work with the school's Parent Teacher Association, where needed, to provide assistance in establishing by-laws, holding elections and conducting their affairs in accordance with Chancellor's Regulation A -660
- Serve as a school liaison to Central parent and Regional parent support staff
- Maintain ongoing contact with community organizations that are involved with providing services to the school's educational programs
- Organize back to school and other events to increase parent and community involvement and create a welcoming school environment for parents
- Provide information to parents on child abuse, crisis intervention, suicide prevention, health related issues, service agencies, reducing gang involvement and violence prevention
- Conduct workshops to instruct parents on how they can assist their child at home with their homework
- Partner with the Academic Intervention Staff to explain standardized exams to parents at Parent Teacher Conferences and Parent Coordinator meetings.
- Provide strategies for parents to assist their child in preparing by practicing for state exams

- Conduct outreach to engage parents in their child's education
- 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 reasonably possible
- Provide to each parent an individual student report about the performance of their child on the State assessments in Math and English Language Arts
- Provide each parent timely notice when their child has been assigned or has been taught 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 Title 1

Parent Responsibilities:

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

- Monitoring attendance
- Update parent contact information (blue card) as soon as any changes occur.
- Make sure they have a good breakfast and come to school with a #2 pencil and pen on days the New York State examinations are being administered.
- Parents will fully comply with the AMT principal's suspension policy
- Supporting teacher efforts by promoting good study habits
- Devoting time each night to read to child
- Monitoring homework assignment to determine they are completed consistently and regularly
- Monitoring the amount of television and internet exposure the children have
- Monitoring the websites the children are frequenting
- Monitoring if their children are adhering to the School's uniform policy
- Taking interest in child by attending child's extracurricular activities (e.g.: play, talent show, etc ...)
- Promoting positive use of child's extracurricular time
- Staying informed about their child's education and communicating with the school by promptly reading all notices from the school or school district and responding accordingly.
- Supporting teachers and school Administration in their efforts to properly guide their children in the best manner possible by reinforcing consequences for negative behavior and rewarding positive behavior
- Serving, to the best extent possible, on policy advisory groups, such as being the Title I Part A representative on the School's Improvement Team, the Title 1 Policy Advisory Committee, the district wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or any other school advisory or policy group

School Responsibilities:

ACADEMY OF MEDICAL TECHNOLOGY will:

- Provide a high quality curriculum and instruction in a supportive and effective learning environment that will enable the participating children to meet the State's student academic achievement standards
- Hold Parent Teacher Conferences during which the Parent Compact will be discussed as it relates to the individual child's achievement. Those conferences will be held in the Autumn and Spring
- Provide parents with frequent reports on their child's progress using methods such as: Phone calls, report cards, progress reports, Datacation (Skedula), Instant Messenger, parent-teacher meeting, etc ...
- Provide parents with reasonable access to staff. Staff will be available for consultation with parent as follows: Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as needed by parents and interested parties
- Involve parents in the planning, review and improvement of the school's Parent Involvement Policy, in an organized, ongoing and timely manner
- Involve parents in the joint development of any School-Wide Program Plan (SWP Schools), in an organized, ongoing and timely manner
- Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will hold the meeting at a convenient time to parents, and will offer a flexible number of additional parent involvement meetings, such as in the morning or evening, so as to maximize attendance. The school will also invite all parents of children participating in Title 1, Part A programs (participating students), to this meeting and encourage them to attend
- Provide information to the parents of participating students in an understandable and uniform format, including alternative formats upon the requests of parents with disabilities, and, to the extent possible, in a language that parents can understand
- Provide to parents of participating children information in a timely manner regarding Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure a child's progress, and the proficiency levels students are expected to meet

- The school is committed to providing the best educational environment possible for all students
- The school will encourage and strengthen the communication between the school and the home

- We provide Parents at large and elected Parent Leaders the opportunity to be engaged from the beginning of the DOE School year. During the month of August the School Administrator and Parent Coordinator work with the elected Parent Leaders and active Parents that are supporters of HOSA and various other AMT Student Extracurricular Activity to welcome incoming new freshmen, and transfer Students.
- Incoming Parents and Students learn of the diverse ways that they can "build their capacity" as both Parent and Child to support Student learning through Parent Involvement, such as through active participation in the Schools Parent Teachers Association or the Title 1 Parent Advisory Council.
- They are informed about the existence of the Academy of Medical Technology's School Leadership Team and the role this Team in planning the School's Comprehensive Educational Plan. All Parents and Students are encouraged to attend and see how the School various Constituents, CSA, elected Parent Leadership, UFT and DC-37 work together to make Academy for Medical Technology an enriching Educational experience that prepares them for diverse careers in the Medical field.
- To assist AMT's Parents to become strong "Partners in Education" AMT's Title 1 Parent Advisory will focus Title 1 Parent Workshops during School year 2011-12 on providing Parents with scientific based research information that will help Parents better understand the role of "basic good" Parenting Skills in Student Academic Achievement and Social Development.
- These Workshops will include but not be limited to: "Introduction to Special Needs, Services and Resources", "How to Identify and Help Your M.S./H.S Student Succeed", "GED Practice Test for Parents and Families", "Common Core Curriculum, the New Standard in Math and English Language Arts".
- Parent And Child Together, (PACT) Events will include Family outings to Medical Colleges and Institutions to see first hand the various roles that medical workers play. It will also include Cultural events and outings to support AMT's multicultural diversity.
- To address and improve AMT's Student Progress and Student performance score the Title 1 PAC will use a portion of the Parent Set Aside funds to pilot the School Home Connect Technology service that will provide 100 Students of varying Academic status, some achievers, some struggling, some at risk, some with Special needs with a direct access via telephone or cell phone for the Parent to their child's Academic progress, missing assignments. Student Behavior positive and/or negative.
- This service is multilingual. The information can be input in English and translated into the language the Student's Parents, Guardians or Caregiver speaks at home i.e Spanish, Arabic, French etc.
- During School year 21011-12 which marks the celebration of AMT's first High School Graduating Class, Parents will received Title 1 funded Parent Workshops that will empower Parents to become actively engaged in ensuring that their child(ren) are on task, have accumulated the necessary credits and regents to participate in AMT's first Graduation.
- College Readiness and a Black College Tour will also be organized by the Title 1 PAC in collaboration with the SLT and PTA to ensure maximum participation.
- To ensure that the elected Title 1 Parent Officers are trained District 27's monthly Title 1 District Parent Advisory Meetings as well as Professional Developments and Training will be opened to all Title 1 elected Officer to ensure that the Title 1 PAC Board can support AMT's Title 1 School-wide Parents.

- The Title 1 Parent Chair will be serve on AMT's School Leadership Team as outlined in Chancellor's Regulation A-655 governing the School Leadership Team process. The Title 1 Parent Advisory Council Executive Board Officers will work with the Parent Coordinator to ensure that all notices receive Translation into the second most spoken language in AMT.
- AMT's Title 1 Parent Advisory Council District Representative and/or Alternate will ensure that AMT's Title 1 Parents receive copies of the District 27's DPAC Parental Involvement Policy, Governance Structure and School year Calendar of Events so as to maximum District Parental Involvement.
- AMT's Title 1 Parent Advisory Council Chair will participate in the School's Title 1 Annual Meeting by presenting AMT with the School's Proposed Title 1 Spending Plan for School year 2011-12 which must be approved by the general Title 1 Parent Body. Such Spending Plan must be aligned with CEP goals and objective for School year 2011-12

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. We will accomplish this by doing the following:

- Doing homework every night and asking for help as needed
- Completing all project or assignments in a timely fashion
- Studying for tests and quizzes for a reasonable time
- Paying attention to teachers as they are facilitating the class
- Participating in class discussions and engaging in accountable talk
- Reading a minimum of 30 minutes every day outside of school
- Giving my parents/guardians all notices and information received in a timely manner and responding accordingly
- Responding to teachers requests Adhering to all policies and rules set forward by the school (Including the Uniform Dress Code)

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christopher Groll	District 27	Borough Queens	School Number 309
School Name Academy of Medical Technology			

B. Language Allocation Policy Team Composition [?](#)

Principal Jose Merced	Assistant Principal Felicia Batkin
Coach	Coach
Teacher/Subject Area Odelia Madmoni/ E.S.L.	Guidance Counselor Linette Matos
Teacher/Subject Area Leslie Feliciano/E.S.L.	Parent
Teacher/Subject Area type here	Parent Coordinator Brenda Figueroa
Related Service Provider	Other
Network Leader Cristina Jimenez/ Sandra Litri	Other

C. Teacher Qualifications [?](#)

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

Number of Certified ESL Teachers	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

D. School Demographics

Total Number of Students in School	534	Total Number of ELLs	57	ELLs as Share of Total Student Population (%)	10.67%
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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. 

1 The identification of English Language Learners (ELL's) occurs when newly enrolled students enter the school. The process begins with the administering of the Home Language Identification Survey (HLIS) which is done with the parent coordinator who is Ms.Figueroa. If she is unavailable then the guidance counselor (Ms.Matos) helps complete this form. The forms are available to parents in many other languages other than English. Parents also reserve the right to bring someone in to help translate for them. We also have people on staff who are bilingual and can help translate for parents in languages that include Spanish (spoken by Ms. Coulibaly, Mrs. Feliciano, Ms.Matos, Ms.Figueroa, Ms.Murphy, Mrs.Chavez, and Mr.Merced), French (spoken by Mrs.Coulibaly), Greek (spoken by Mr.Tsasis and Mrs.Georgalos), Russian (Ms.Madmoni), and Hebrew (Ms.Madmoni). If on the form the parent indicates at least once in one part one and twice on part two of the HLIS, that the child knows another language then the student is determined to be a potential ELL. The parent coordinator would then refer this student the ESL department where either an ESL teacher or the ESL coordinator would give a brief informal oral interview in English with the student. If the child is unable to respond to the informal questions of the interview accordingly then they are referred and documented as a potential ELL on the HLIS. It is then put in ATS as a student eligible for the LAB-R testing. Students who are then eligible to take the LAB-R, are then administered the exam within 10 days. If students are native Spanish speakers then they are also administered the Spanish Lab-R in order to see if they have the language skills in their native language. The Spanish Lab-R is administered by Mrs. Feliciano, one of our ESL instructors.

Students who are required to take the NYSESLAT are checked through the ATS report RLER. Students who also took the LAB-R when they entered the school and who did not test out, also are required to take the NYSESLAT exam in the Spring.

2. After the child has been determined to be an ELL, we show the parents the DOE parent orientation video. In order to make sure that parents fully understand the different program choices (Transitional Bilingual, Dual Language, and Freestanding ESL), we inquire which language they would prefer to watch the video in. Once the video is completed parents are to fill out the Program Selection form. In addition we also provide translational services thus giving the parents the opportunity to ask questions for anything that may have been unclear.

If they chose another option other than a Freestanding ESL program they are then referred back to the parent coordinator to be provided with more information and other schools that may offer the program they want for their children.

If the child stays in the school, then they are tested with the LAB-R within the first 10 days of entering the school, which is conducted by the ESL department.

All these steps are conducted with the Parent Coordinator (Ms.Figueroa) and with both ESL instructors (Mrs. Feliciano, and Ms. Madmoni)

3. After the child is determined to be a possible ELL student the Parent Survey and Program Selection forms are done immediately, when parents come in to register their child for school, in order to ensure that we have them on file. Parents need to be part of a parent orientation in order to complete their child's registration. We keep all Parent Survey and Program Selection forms in the CEP binder. If parents do not return these forms then they are contacted by telephone informing them that they must return these documents. New copies are sent home with the students and mailed to their house.

Once the LAB-R is administered and it is hand graded by the ESL department. If it is determined that the students we had identified as possible ELL's are ELL and are entitled to receiving ESL services, we then call the parents to inform them. In addition we also confirm parents mailing address to send them the Entitlement Letter. The letter is then mailed out to the parents. Copies of entitlement letters are

kept in the CEP Binder. The letters are generated by the ESL Coordinator (Ms.Madmoni)

4. We currently only offer ESL instruction, therefore students who are identified as ELL's are placed into a proficiency level which is determined through either the NYSESLAT exam or through their raw score on the LAB-R, along with comprehension and speaking abilities. Once their proficiency level has been determined we would then accommodate the number of minutes that they require through push in classes and self contained ESL instruction classes.
Placement letters are mailed to students home. We send the letter home with a copy of their NYSESLAT score from the previous year and a guide of how to read the report in the parents native language. If students have not yet taken the NYSESLAT then their placement is based on their LAB-R score and overall proficiency which is determined by the ESL instructors. Letters are kept in the CEP binder.
5. After conducting the Parent Survey this year we have found that the majority of parents prefer the Freestanding ESL Program that we currently offer. The second most requested number was for the Dual Language Program.
6. Our current program model is aligned with the majority of parent's requests. Although during registration this year new students parents did express that they preferred a Dual Language program, we still did not have the number of students in each language to accommodate their requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" 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 <input checked="" type="radio"/>
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This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	8
SIFE	1	ELLs receiving service 4-6 years	14	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)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE									0	
Dual Language									0	
ESL									0	
Total	0	0	0	0	0	0	0	0	0	

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
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

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
Spanish							12	4	2	10	6	7	6	47
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	1						3
Haitian											1		1	2
French									1					1
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Other							2			2			0	4
TOTAL	0	0	0	0	0	0	16	5	3	12	7	7	7	57

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. We utilize a Push-in/ Pull out and self contained model of instruction. Students at the high school level are ungraded, but rather are grouped together by proficiency. At the middle school level we use the push in method and students are placed in heterogeneous grouping. For middle school pull out the students are also ungraded and heterogeneous.

2. All students are being served the appropriate amount of minutes according to CR-154. Beginners and intermediate students at the middle school level are receiving 360 minutes per week, and advanced students are receiving 180 minutes a minutes. The beginner high school students receive 540 minutes of instruction per week. Intermediate high school students receive 360 minutes per week, and advanced students get 180 minutes per week.

Instruction is broken up within the school day. High school beginners receive ESL instruction in place of English, while intermediate and advanced students receive ELA instruction with a push-in ESL instructor to help modify lessons. Students are also scheduled for self contained ESL instruction for at least one period a day.

At the middle school level students have an ESL push in instructor within their English class. The class is team taught and lessons are prepared in unity with both teachers. In addition ESL students receive an extra English class where the focus is solely on reading. The middle school students also receive a push in teacher in some other subject areas, and also have one pull out a week.

3. All content area materials are delivered in English. All materials are modified for ELL's but they aren't translated for them. They are however allowed to use dictionaries to help translate and/or accommodate them while learning. Teachers also pre-teach vocabulary with them and use many visuals and realia to help enrich their language development. All ESL courses use project based

A. Programming and Scheduling Information

learning. Students work in groups to create a final product together.

4. We have a large ELL population that comes from a Spanish speaking background. For those particular students we require that they take the Spanish Lab-R in order to make sure that they have the language skills in their native language.

5. The needs of all ELL's (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.

b. Students who are newcomers are placed into a beginner ESL program. Within these classes there is a large focus on gaining vocabulary, use of many visuals and roleplay. There is a large focus on speaking skills.

c. For ELL's who are receiving services for 4-6 years we focus on teaching them strategies to help them test out. At this point they should be able to read as well as have some speaking skills therefore we would focus on their comprehension skills and writing techniques. We would do this by doing project based learning, and cooperative team teaching that would provide scaffolding for all ESL students.

d. For our long term ELL's who have not tested it out we place in our Ramp up courses to help get them on grade reading level. We also have an after school program with tutoring established within the school. If progress isnt being made then we would conduct an "exit conference" with the student and their teachers to come up with a plan to help this student transition.

6. We do enforce that students read for the first 15 minutes during class instructions. Students are encouraged to use dictionaries during class to help them do their work. We also order textbooks for students in their native language. We also give them access to software in their native language to help them learn English.

7. We provide all our ELL's with after school tutoring twice a week in an informal setting where they can work one on one with an ESL instructor to help them with specific skills. We also offer additional help before school, as well as Saturday Academy.

Courses Taught in Languages Other than English ⓘ

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

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

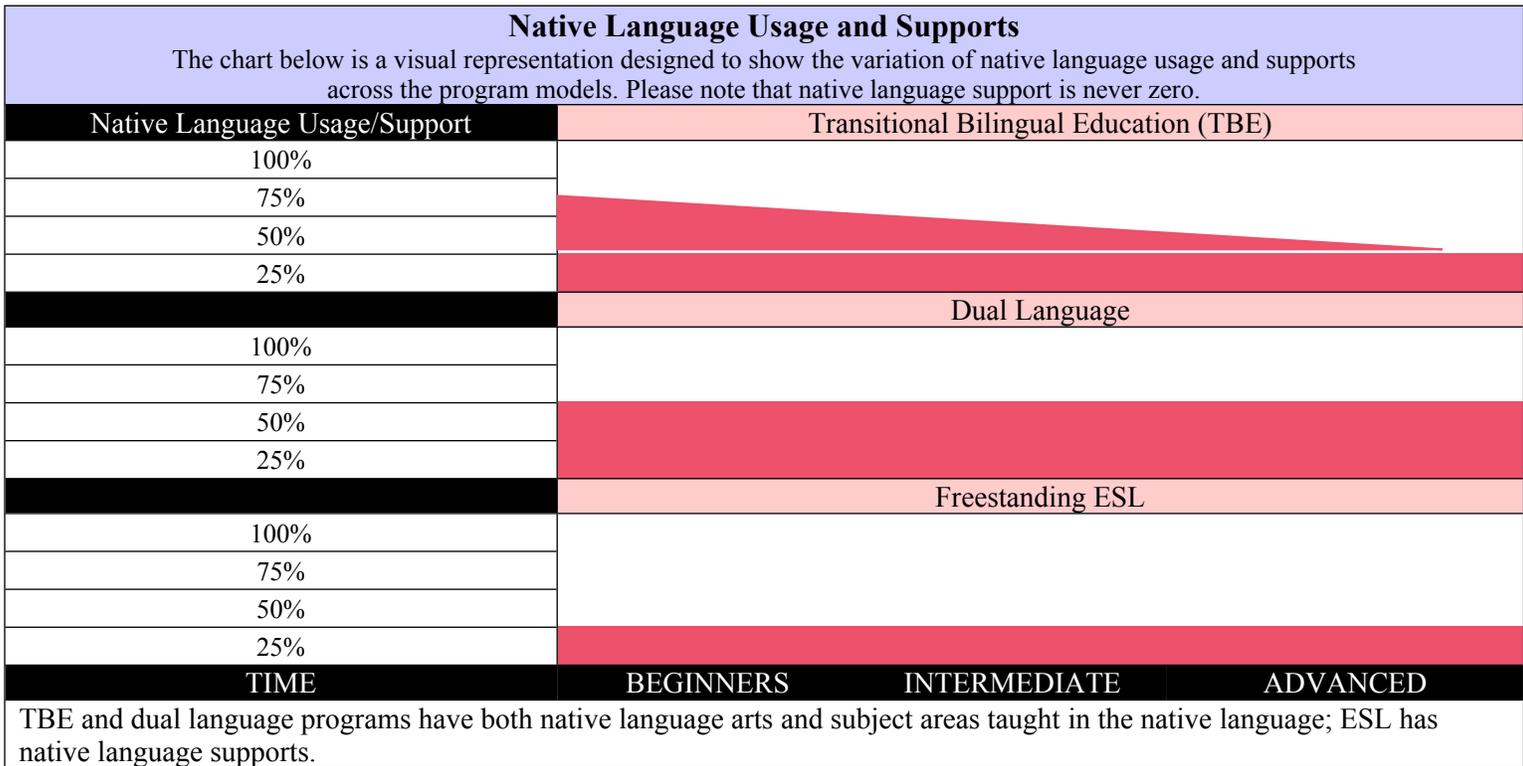
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

8. We offer help and/or tutoring before school, and twice a week after school. We also have Saturday Academy on weekends for our ELL's. We also do one on one conferencing with teachers to help them in order subject areas.

9. For our students who have tested out and are transitioning from ESL to mainstream classes we help support them by frequently meeting

B. Programming and Scheduling Information--Continued

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

8. We offer help and/or tutoring before school, and twice a week after school. We also have Saturday Academy on weekends for our ELL's. We also do one on one conferencing with teachers to help them in order subject areas.

9. For our students who have tested out and are transitioning from ESL to mainstream classes we help support them by frequently meeting with their subject area teachers to make sure that they are able to stay on task. We scaffold instruction for them and also use modify curriculum maps for them, and over time we slow reduce the amount of scaffolding they receive in order to ensure that they will able to do the same work without the support on their own.

10. This year we have added an after school program with tutoring for our ELL's, as well as more workshops for parents.

11. There arent any programs for ELL's that will be discontinued at this time.

12. 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 the New York Leadership Conferences and competitive events which are supported by the New York State Department of Education. We have a partnership with Coney Island Hospital and Peninsula Hospital located in Far Rockaway, N.Y. where our students are 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 also have a partnership with the New York Aquarium as part of our Vet-Tech program. Middle School students engage in behind the scene tours. Our students can take a peek behind the scenes at the aquarium. They are shown selected tanks from a keepers 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 school students engage in the behind the Scenes Tour. Lecture tours of selected aquariums exhibits which introduce the students to animal behavior, biology, husbandry, water chemistry and nutrition. Our students 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 seventh grade students, we partner with Columbia University to offer summer internships through their STEP (Science & Technology Entry Program). We also support our advisory program with partnerships with North Shore LIJ and the New York City Police Department.

b. As previously mentioned we offer our ELL's after school tutoring where they can receive extra help to complete homework and other coursework, as well as work individually with an ESL instructor. We offer Saturday Academy as well where they can also get help from an ESL instructor. Through our Saturday Academy we also ofer students to go on organized trips to get more exposure and to use the skills that they are learning in the classroom.

13. The ESL department always readily has access to laptops, smartboards and projectors to help enhance student engagement and student learning.

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.

The Academy of Medical Technology utilizes data to provide teachers with professional development opportunities that are differentiated and relevant. We provide teachers with College Board Advisory training during the summer. 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. 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. The Empowerment Network provides our lead teachers with professional development workshops through the ES05 PAN Grant Initiative that supports our work using the AFL (Assessment for Learning) strategies. They also provide the Assistant Principal with the opportunity to attend Leadership training workshops. APEX 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, APEX Learning Coaches support and train on-site Mentors who are appointed by the school and provide regular, on-site support. APEX Mentors know the students and help keep them 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 one period per day for common planning. Finally, Cooperative Teaming Building Workshops are provided by Project Care.

All teachers are required to attend weekly department meetings, as well as common planning time meetings. During these meetings teachers also conduct inquiry teams for data analysis. The school also required vertical team meetings where the ESL team help model how scaffolding should be done for ELL's.

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?

We provide parents with a beginning of the year orientation to get them immediately involved. The parents of ELL's 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 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 a monthly newsletter in their native language to keep them up to dat.

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)							3			5	0	1	3	12

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							5	1		5	4	3	1	19
Advanced (A)							7	3		2	1	4	3	20
Total	0	0	0	0	0	0	15	4	0	12	5	8	7	51

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	5	1		13
7	2	2	1		5
8					0
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	4		9		2				15
7	1		4						5
8									0
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
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	7			
Integrated Algebra	13	13		
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	13	13		
Physics				
Global History and Geography	13			
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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **Academy of Medical Technology**

Cluster: _____ Network:

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.

When students first enter the school, parents are required to complete a HLIS form. If it is indicated that the parents don't speak English, but rather another language then a translator is located for them within the building. The translator then helps to accommodate the parents. The HLIS form is also then provided in the parents native language. If it is indicated once on part one and twice on part two then the student is recorded into ATS as a possible ELL. In addition the home language is recorded into ATS as well. We then provide parents with an orientation as explained on our LAP form.

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

After a student is tested and if deemed to be an ELL, then it is put into ATS. Teachers are notified and made aware of parents home language and what translational services they can use in order to contact parents when necessary. Guidance counselors and school administration are also notified with this information. Parents are notified with written letters in their native language by mail.

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.

At the Academy of Medical Technology we provide all parents with registration forms for their children in their native language. The school also conducts monthly Parent Association meetings and we always provide copies of the minutes to parents in their native language. In addition we also publish a monthly school letter in parents native language in order to keep them up to date. The majority of parents whose native language isnt English, speak Spanish as their primary language. Our school coordinator helps translate letters and other documents into Spanish in order to keep parents informed. We also use the translational services on the Department of Education website when we need to translate important information for parents in other languages.

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.

At the Academy of Medical Technology we currently have a staff that speaks a wide variety of languages to help accommodate any parents who have a different primary language other than English. Therefore there is always someone on staff who can help translate for our parents. We also let parents know that they always reserve the right to have another adult accompany them when coming to the school in order to translate for them. The school has also recently purchased the "Messenger" phone system in order to send messages to parents in their native language to keep them informed.

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

We currently post a sign by the Main office of the school in all eight languages indicating the availability of translational services. The schools safety plan will contain that parents who feel like they need to contact administration will have access to the Parent Coordinator so that they wont feel that they are being prevented from contacting administration due to language barriers. Parents will receive required forms in their native language according to the Chancellor Regulation A-663.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Academy of Medical Technology	DBN: 309
Cluster Leader: C. Groll	Network Leader: Cristina Jimenez
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 55
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

- Academy of Medical Technology is a College Board School and we hold our students with high expectations towards career and college preparedness. After disaggregating our school and cohort data, we identified the need to accelerate the language needs of our English Language Learners to meet up with the demands of high stakes examinations such as the English and Global/US History Regents. As such, AMT is proposing to use Title III allocation to fund a Saturday Program. It will commence on January 14, 2012 until June 2, 2012 for 16 sessions; each program session will run for four hours (9:00 AM – 1:00 PM). Our goal is to balance out the linguistic needs of each student by providing a literacy focus in reading and writing as well as provide students with the sociocultural awareness of what New York City has to offer in terms of its museum and other places of interest. To contextualize, AMT will utilize a thematic approach (3 weeks of direct instruction followed by 1 session (4th session) of field trip for four cycles) in implementing its Saturday Program. The four places of interest we will be focusing on will be (please note that location/s may be subject to change as schedule permits):

- The Metropolitan Museum of Art
- The American Museum of Natural History
- Ellis Island
- New York City Public Library (42nd Street Branch on 5th Avenue)

This added exposure trip will complement an array of classroom lessons and reinforce school wide curriculum units of study. For example, it will facilitate a connection with English Language Arts by providing a deeper understanding of the Holocaust and those students reading *The Diary of Anne Frank* and *Number the Stars*; Shakespeare's *Othello* and *Romeo and Juliet*. In retrospect, the field trips listed will allow our students the opportunity to collect artifacts and evaluate, analyze primary source information, DBQs that can then be reconstructed during the next cycle of direct instruction. This reconstruction would provide the students to concentrate on the aspects of a good writer, to activate and to build schema. The instruction will be provided by one certified teacher in English as a Second Language and one content area teacher. Parents will be asked to serve as chaperones during field trips. In addition, Title III monies will be used to fund the cost of the trip (entrance fees & transportation costs). As a conceptually consolidated school, AMT would be able to commingle funds and if at all an overage will occur, we will be using other funding sources to support this program. For direct instruction, our expenditure will be: 2 teachers x 4 hours x 16 sessions x \$50.06 = \$6,407.68. There will be an increase to this section due to the cost of the trip. For instructional materials purchased, we will be using this in the supplementary program i.e., Saturday School and not during the day. We

Part B: Direct Instruction Supplemental Program Information

understand that Title III is supplementary and not meant to supplant the day program.

- Materials: Technology (digital camera, overhead projector, laptop, speakers); classroom resources, such as, historical information about NYC, its boroughs and its landmarks; maps; general classroom supplies.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

- While planning and delivering instruction, teachers need to implement various methods and techniques known to be effective practices with English language learners. Consequently, delivering instruction in a culturally responsible manner is imperative. In addition, becoming knowledgeable about the historical background of the NYC landmarks, especially of those that we plan on visiting, will be necessary. Therefore, receiving professional development in these areas will address the need of acquiring this knowledge while increasing sensitiveness and awareness toward the needs of our population of ELLs. As importantly, teachers will also need to be knowledgeable of the Chancellor's rules, regulations and procedures that govern field trips.

- Columbia University Teachers' College will provide the training.

Training Sessions:

Saturday, February 4, 2012 – Planning/Research/PD/Pre

Saturday, March 10, 2012 – Planning/Research/PD/Prep

Saturday, March 31, 2012 – Planning/Research/PD/

Saturday, May 19, 2012 – Planning/Research/PD/Prep

Saturday, June 16, 2012 – Planning/Research/PD/Prep

- Teachers will meet either every other Saturday (when no field trip is scheduled) or once every other week after school for 2-3 hours. Two certified ESL teachers (one high school and one middle school) will participate in the training. They will then be expected to turnkey during common planning time, vertical team, and faculty meetings.

- Topics will include lesson planning, assessment of student progress, trip destination planning (preferably aligned with ELA and SS curriculum).

Part C: Professional Development

For professional development, our expenditure will be: 2 teachers x 3 hours x 5 x \$50.06 = \$1501.80. As a conceptually consolidated school, AMT would be able to commingle funds and we will be using other funding sources to support this program.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parental engagement will be evident as it will be required that every student is accompanied by a parent or guardian in order to participate in the program. Additionally, both parents/guardians and their children will be asked to collaborate in writing about their experience. At the end of the program, a collection of “memoirs” will be archived. Hence, this collection will be bound and presented to the Principal of AMT as gratitude for his support with (what promises to be) a successful program. Both, providers/facilitators and all qualifying families will meet every other Saturday from 10 A.M. to 3:00 P.M. Parents and their qualifying children will be notified in writing. In fact, a permission slip, signed by a parent/guardian, authorizing the student’s attendance on the field trip will be indispensable for their child’s participation. In addition, a permission slip, signed by a parent/guardian, authorizing to photograph participants while on the trip will be required. “As a conceptually consolidated school, AMT would be able to commingle funds and we will be using other funding sources to support this program.”

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

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