



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: ACADEMY OF MEDICAL TECHNOLOGY

DBN (i.e. 01M001): 27Q309

Principal: JOSE MERCED

Principal Email: JMERCED2@SCHOOLS.NYC.GOV

Superintendent: Tamika S. Matheson

Network Leader: CRISTINA JIMENEZ

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jose Merced	*Principal or Designee	
Raymond Maiorana	*UFT Chapter Leader or Designee	
Leon Gibson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Cliff Vital Ibukun Charles	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	
Donna Thaxter	Member/ Parent	
Hyacinth Hinds	Member/ Parent	
Jonilla Gibson	Member/ Parent	
Candice Persad	Member/ Teacher/UFT	
Cagney Marchione	Member/ Teacher/UFT	
Kenneth Chojnacki	Member/ CSA	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014, at least 50% of all ELL students taking the NYSESLAT will move up one proficiency rating on at least one of the two combined sections.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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, periodic assessments, HSST scholarship reports, state and school assessment results.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Students will be given four diagnostic exams to benchmark progress throughout the year. They will be given one in September and one in January. Students will also be given a diagnostic in March and May. The teacher will then show the students how much they have increased or decreased in the progress between benchmarks by giving them a spreadsheet which is located in their portfolios.
- 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), and CFN 406 in order to align curricula, problem based learning task and assessments.
- Use of Technology (Laptops and I Pads)

B. Key personnel and other resources used to implement each strategy/activity

- The ESL Coordinator and ESL Teachers will create, administer, and grade four diagnostic exams to benchmark progress throughout the year. They will be given one in September and one in January. Students will also be given a diagnostic in March and May. The teacher will then show the students how much they have increased or decreased in the progress between benchmarks by giving them a spreadsheet which is located in their portfolios.
- Principals and Assistant Principals will engage in short frequent cycles of classroom observations
- Teachers and administrators will work with PLCs to examine student work in order to provide teachers with evidence-based feedback.
- Administrators will use PD 360/OBS 360 as tool to provide teachers with immediate feedback and additional support.
- Teachers and administrators will work with Teacher's College (Columbia University), and CFN 406 in order to align curricula, problem based learning task and assessments.
- Administration will implement the use of technology

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Students will be given four diagnostic exams to benchmark progress throughout the year. They will be given one in September and one in January. Students will also be given a diagnostic in March and May. The teacher will then show the students how much they have increased or decreased in the progress between benchmarks by giving them a spreadsheet which is located in their portfolios. We will evaluate the progress quarterly.
- The NYC DOE Advance system will be used to evaluate the effectiveness of our short frequent cycles of classroom observations.
- The work with PLCs to examine student work in order to provide teachers with evidence-based feedback will be evaluated quarterly.
- We will evaluate the effectiveness of PD 360/OBS 360 at end of each marking period.
- The effectiveness of Teacher's College (Columbia University), and CFN 406 in order to align curricula, will be evaluated at the end of the year.
- The effectiveness of the use of technology will be assessed at the end of each marking period.

1.

D. Timeline for implementation and completion including start and end dates

- Beginning from first quarter ending in June, students will be given four diagnostic exams to benchmark progress throughout the year. They will be given one in September and one in January. Students will also be given a diagnostic in March and May. The teacher will then show the students how much they have increased or decreased in the progress between benchmarks by giving them a spreadsheet which is located in their portfolios.
- Beginning from first quarter ending in June, we will engage in short frequent cycles of classroom observations
- Beginning from first quarter ending in June, we will work with PLCs to examine student work in order to provide teachers with evidence-based feedback.
- Beginning from first quarter ending in June, we will use PD 360/OBS 360 as tool to provide teachers with immediate feedback and additional support.
- Beginning from first quarter ending in June, we will work with Teacher’s College (Columbia University), and CFN 406 in order to align curricula, problem based learning task and assessments.
- Beginning from first quarter ending in June, we will use Laptops and I Pads in order to infuse technology into the classroom.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- We will use block programming and push-in and pull-out models and students will be given four diagnostic exams to benchmark progress throughout the year. They will be given one in September and one in January. Students will also be given a diagnostic in March and May. The teacher will then show the students how much they have increased or decreased in the progress between benchmarks by giving them a spreadsheet which is located in their portfolios.
- Common planning time and teacher’s prep periods will be aligned so that teachers can engage in short frequent cycles of classroom observations/inter-visitations.
- Common planning time will be created so that teachers can work with PLCs to examine student work in order to provide each other with evidence-based feedback.
- Common planning time will be created so that teachers can use PD 360/OBS 360.
- Common Planning time will be created so that teachers can work with Teacher’s College (Columbia University), and CFN 406 in order to align curricula, problem based learning task and assessments.
- Mobile carts will be purchased for the use of technology (Laptops and I Pads)

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014, student attendance rates will average more than 91% for the school year.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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, periodic assessments, HSST scholarship reports, state and school assessment results.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

The plan will focus in on creating a partnership with students, parents, and advisors. School data will be the vehicle for “Kid Talk” during CPT Daily reports will be generated to immediately address excessive absenteeism. We will continue to work with the CFN to review and resolve 407 cases.

2. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Guidance Counselors, Parent Coordinator, Pupil Personnel Secretary, and Attendance Teacher will create a plan that will focus in on creating a partnership with students, parents, and advisors. School data will be the vehicle for “Kid Talk” during CPT Daily reports will be generated to immediately address excessive absenteeism. We will continue to work with the CFN to review and resolve 407 cases.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We will evaluate the progress of the plan that will focus in on creating a partnership with students, parents, and advisors. School data will be the vehicle for “Kid Talk” during CPT Daily reports will be generated to immediately address excessive absenteeism. We will continue to work with the CFN to review and resolve 407 cases. Quarterly

4. Timeline for implementation and completion including start and end dates

1. Beginning from first quarter ending in June, we will implement the plan that will focus in on creating a partnership with students, parents, and advisors. School data will be the vehicle for “Kid Talk” during CPT Daily reports will be generated to immediately address excessive absenteeism. We will continue to work with the CFN to review and resolve 407 cases.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Students will be programmed on a case by case basis according to the plan.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

We will continue to use strategies contained in our parent involvement policy in order help to increase parental involvement. Parents would also be invited to common planning time and Inquiry Team meetings in order to discuss effective practices in school and at home.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August, 2014, there will be a 5% increase in the number of high school students graduating with an Advanced Regents Diploma.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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, periodic assessments, HSST scholarship reports, state and school assessment results.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

•Strategies/activities that encompass the needs of identified subgroups

- Holding planning conferences designed to assess ARIS data and to develop techniques and strategies for differentiated learning.
- Students will be given four diagnostic exams to benchmark progress throughout the year. They will be given one in September and one in January. Students will also be given a diagnostic in March and May. The teacher will then show the students how much they have increased or decreased in the progress between benchmarks by giving them a spreadsheet which is located in their portfolios.
- 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
- 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 2013-2014

•Key personnel and other resources used to implement each strategy/activity

- The Principal will hold planning conferences designed to assess ARIS data and to develop techniques and strategies for differentiated learning.
- Teachers will create four diagnostic exams to benchmark progress throughout the year. They will be given one in September and one in January. Students will also be given a diagnostic in March and May. The teacher will then show the students how much they have increased or decreased in the progress between benchmarks by giving them a spreadsheet which is located in their portfolios.
- Guidance Counselors will communicate student growth and progress to parents through Progress Letters.
- Assistant Principals will hold department meetings to discuss ARIS trends and data for planning purposes.
- Grade Advisors will attain coherence and alignment with school wide and grade level goals.
- The administration will engage 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 by the administration in order to reduce isolation and expand best practices.

All staff members will Enhance communication with parents and guardians

Administration and Guidance will 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 2013-2014

•Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- We will evaluate the progress each Quarter by holding planning conferences designed to assess ARIS data and to develop techniques and strategies for

differentiated learning.

- Students will be given four diagnostic exams to benchmark progress throughout the year. They will be given one in September and one in January. Students will also be given a diagnostic in March and May. The teacher will then show the students how much they have increased or decreased in the progress between benchmarks by giving them a spreadsheet which is located in their portfolios. We will evaluate the progress each Quarter.
- Each Quarter we will communicate student growth and progress to parents through Progress Letters.
- Every month, we will hold department meetings to discuss ARIS trends and data for planning purposes.
- Every week Grade Level teams will attain coherence and alignment with school wide and grade level goals.
- We will evaluate the progress each Quarter in the effectiveness of 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.
- We will evaluate the progress each Quarter of our inter-visitation .
- We will evaluate the progress each Quarter of how effectively we 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 2013-2014

•Timeline for implementation and completion including start and end dates

- Beginning from first quarter ending in June Beginning from first quarter ending in June, We will be holding planning conferences designed to assess ARIS data and to develop techniques and strategies for differentiated learning.
- Beginning from first quarter ending in June Beginning from first quarter ending in June, students will be given four diagnostic exams to benchmark progress throughout the year. They will be given one in September and one in January. Students will also be given a diagnostic in March and May. The teacher will then show the students how much they have increased or decreased in the progress between benchmarks by giving them a spreadsheet which is located in their portfolios.
- Beginning from first quarter ending in June Beginning from first quarter ending in June, we will be communicating student growth and progress to parents through Progress Letters.
- Beginning from first quarter ending in June Beginning from first quarter ending in June, we will be Holding department meetings to discuss ARIS trends and data for planning purposes.
- Beginning from first quarter ending in June Beginning from first quarter ending in June, we will be attaining coherence and alignment with school wide and grade level goals.
- Beginning from first quarter ending in June Beginning from first quarter ending in June, we will be 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.
- Beginning from first quarter ending in June Beginning from first quarter ending in June, we be using an inter-visitation plan (protocols and procedures) will be implemented to reduce isolation and expand best practices.
- Enhancing communication with parents and guardians
- 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 2013-2014

•Describe programmatic details and resources that will be used to support each instructional strategy/activity

Teachers and administrators will be programmed in a manner that will allow them to hold planning conferences designed to assess ARIS data and to develop techniques and strategies for differentiated learning.

- HSST will be used to program students so that they can be given four diagnostic exams to benchmark progress throughout the year. They will be given one in September and one in January. Students will also be given a diagnostic in March and May. The teacher will then show the students how much they have increased or decreased in the progress between benchmarks by giving them a spreadsheet which is located in their portfolios.
- Marking Periods will be created so that we can communicate student growth and progress to parents through Progress Letters.
- Teachers will be programmed in a manner that will allow them to hold department meetings to discuss ARIS trends and data for planning purposes.

- HSST, ARIS, and student work will be used for programming and the collection of data in order to attain coherence and alignment with school wide and grade level goals.
- Teachers will be programmed in a manner that will allow the administration to engage 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.
- HSST will be used to create an inter-visitation plan (protocols and procedures) that will be implemented to reduce isolation and expand best practices.
- Datacation/Pupil Path will be used to enhance communication with parents and guardians
- We will use HSST and ARIS in order 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 2013-2014

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

We will continue to use strategies contained in our parent involvement policy in order help to increase parental involvement. Parents would also be invited to common planning time and Inquiry Team meetings in order to discuss effective practices in school and at home.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014, there will be an increase of at least 10% in the number of middle school students at level 1 for ELA that will move up at least one proficiency level.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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, periodic assessments, HSST scholarship reports, state and school assessment results.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
- Students will be given four diagnostic exams to benchmark progress throughout the year. They will be given one in September and one in January. Students will also be given a diagnostic in March and May. The teacher will then show the students how much they have increased or decreased in the progress between benchmarks by giving them a spreadsheet which is located in their portfolios.
- Teachers will engage in the learning process through the use of the Inquiry models; common planning time is planned for each Thursday of the calendar year. Inquiry questions will be established and data will be analyzed, case studies utilized to better understand student needs. Informal and formal observation reports

will show an increase in differentiated instruction, and ARIS data incorporation. Data from the Team Teaching class, including student assessments, will show an increase in student fluency, literacy, skills, and knowledge.

- Hiring another Assistant Principal.
- Use of Technology (Laptops, Smart Boards, and I Pads)
- Mandating the use of portfolios for all students for all classes in order to benchmark student progress for all classes.
- Analyzing the Scholarship Report for strengths and areas of improvement. Targeted students will be assigned to a tutoring session either in the morning or afternoon.

• **Key personnel and other resources used to implement each strategy/activity**

- Teachers will create four diagnostic exams to benchmark progress throughout the year. They will be given one in September and one in January. Students will also be given a diagnostic in March and May. The teacher will then show the students how much they have increased or decreased in the progress between benchmarks by giving them a spreadsheet which is located in their portfolios.
- Teachers will engage in the learning process through the use of the Inquiry models; common planning time is planned for each Thursday of the calendar year. Inquiry questions will be established and data will be analyzed, case studies utilized to better understand student needs. Informal and formal observation reports will show an increase in differentiated instruction, and ARIS data incorporation. Data from the Team Teaching class, including student assessments, will show an increase in student fluency, literacy, skills, and knowledge.
- The SLT along with the principal will hire another Assistant Principal.
- Teacher and administrators will implement the use of Technology (Laptops, Smart Boards, and I Pads)
- Administration will mandate the use of portfolios for all students for all classes in order to benchmark student progress for all classes.
- The Inquiry team, teachers, and administrators will analyze the Scholarship Report for strengths and areas of improvement. Targeted students will be assigned to a tutoring session either in the morning or afternoon

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- We will evaluate the progress Quarterly
- Students will be given four diagnostic exams to benchmark progress throughout the year. They will be given one in September and one in January. Students will also be given a diagnostic in March and May. The teacher will then show the students how much they have increased or decreased in the progress between benchmarks by giving them a spreadsheet which is located in their portfolios. This process will be evaluated Quarterly.
- Each month, teachers will engage the learning process through the use of the Inquiry models; common planning time is planned for each Thursday of the calendar year. Inquiry questions will be established and data will be analyzed, case studies utilized to better understand student needs. Informal and formal observation reports will show an increase in differentiated instruction, and ARIS data incorporation. Data from the Team Teaching class, including student assessments, will show an increase in student fluency, literacy, skills, and knowledge.
- The C-30 committee will be used to evaluate the effectiveness of the individual being hired for the Assistant Principal position.
- Each quarter will evaluate the use of Technology (Laptops, Smart Boards, and I Pads) in the classrooms.
- Each month we will evaluate the use of portfolios for all students for all classes in order to benchmark student progress for all classes.
- At the end of each marking period, we will analyze the Scholarship Report for strengths and areas of improvement. Targeted students will be assigned to a tutoring session either in the morning or afternoon

• **Timeline for implementation and completion including start and end dates**

- Beginning from first quarter and ending in June, students will be given four diagnostic exams to benchmark progress throughout the year. They will be given one in September and one in January. Students will also be given a diagnostic in March and May. The teacher will then show the students how much they have increased or decreased in the progress between benchmarks by giving them a spreadsheet which is located in their portfolios.

- Beginning from first quarter and ending in June, teachers will engage in the learning process through the use of the Inquiry models; common planning time is planned for each Thursday of the calendar year. Inquiry questions will be established and data will be analyzed, case studies utilized to better understand student needs. Informal and formal observation reports will show an increase in differentiated instruction, and ARIS data incorporation. Data from the Team Teaching class, including student assessments, will show an increase in student fluency, literacy, skills, and knowledge.
- By the end of the first semester we should have hired another Assistant Principal.
- We will use technology beginning from first quarter and ending in June, we will continue to mandate the use of portfolios for all students for all classes in order to benchmark student progress for all classes.
- Beginning from first quarter and ending in June, we will continue to analyze the Scholarship Report for strengths and areas of improvement. Targeted students will be assigned to a tutoring session either in the morning or afternoon

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Block programming and the use of an SBO in order to provide our students with target specific AIS
- HSST will be used so that students can be given four diagnostic exams to benchmark progress throughout the year. They will be given one in September and one in January. Students will also be given a diagnostic in March and May. The teacher will then show the students how much they have increased or decreased in the progress between benchmarks by giving them a spreadsheet which is located in their portfolios.
- Teachers will be programmed so that they can engage in the learning process through the use of the Inquiry models; common planning time is planned for each Thursday of the calendar year. Inquiry questions will be established and data will be analyzed, case studies utilized to better understand student needs. Informal and formal observation reports will show an increase in differentiated instruction, and ARIS data incorporation. Data from the Team Teaching class, including student assessments, will show an increase in student fluency, literacy, skills, and knowledge.
- The New Teacher finder, HR, and Network support will be used to hire another Assistant Principal.
- HSST and block programming will be used so that students can make the best use of technology.
- Programming through HSST will allow the administration to mandate the use of portfolios for all students for all classes in order to benchmark student progress for all classes.
- Using HSST to program students will allow us to analyze the Scholarship Report for strengths and areas of improvement. Targeted students will be assigned to a tutoring session either in the morning or afternoon

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	We provide our students with RAMP-UP for literacy support. We provide our students with academic intervention during the regular school day through our “Rx for success” program. Our “Rx 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 “Rx for success” program, we provide opportunities for our students to attend before or after school credit recovery classes. We also provide push-in and pull-out services	Academic Intervention Service is provided in small groups. Push-in and pull-out services are provided in small groups and one-to-one.	AIS services are provided after school and push/push-out services are provided during the school day.
Mathematics	We provide our students with academic intervention during the regular school day through our “Rx for success” program. Our “Rx 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 “Rx for success” program, we provide opportunities for our students to attend before or after school credit recovery classes. We supplement our CPM (College Preparatory Mathematics) Curriculum with other resources, such as software and websites to differentiate	Academic Intervention Service is provided in small groups. Push-in and pull-out services are provided in small groups and one-to-one.	AIS services are provided after school and push/push-out services are provided during the school day.

	instruction to reach each student.		
Science	<p>We provide our students with academic intervention during the regular school day through our “Rx for success” program. Our “Rx 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 “Rx for success” program, we provide opportunities for our students to attend before or after school credit recovery classes and make-up labs.</p> <p>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>	Academic Intervention Service is provided in small groups. Push-in and pull-out services are provided in small groups and one-to-one.	AIS services are provided after school and push/push-out services are provided during the school day.
Social Studies	<p>We provide our students with academic intervention during the regular school day through our “Rx for success” program. Our “Rx 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 “Rx for success” program, we provide opportunities for our students to attend before or after school credit recovery classes.</p>	Academic Intervention Service is provided in small groups. Push-in and pull-out services are provided in small groups and one-to-one.	AIS services are provided after school and push/push-out services are provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	We provide at-risk services through our advisory program, Guidance Counselor, School Psychologist, and Social Worker	Small group, one-to-one counseling during our extended day program. Focus is on goal setting, self reflection, coping mechanisms, and family issues.	Occurs during the day and at night during workshops. The goal is often student-parent involvement and discussion of issues.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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. If a vacancy arises, the new teacher finder and the open market systems are used for recruitment. Candidates are interviewed by committee and finalists are asked to conduct a demonstration lesson for the final selection process

High Quality and Ongoing Professional Development

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

Professional development is provided by the PD 360 program, CFN 402, and Teacher's College. The strategies and activities include whole faculty, small learning communities, inter-visitations, offsite workshops (CFN 402), ARIS/Advance, and on-line support.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The coordination and integration of funds are conducted through the work of our School Leadership Team and administrative cabinet.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The process begins with the work completed by our Inquiry Team using data collected throughout the school year. Using an inquiry cycle, our school formulates a theory of action based on how our students learn best. Teachers then work in teams such as grade-level and vertical/departmental in order to determine the professional development and multiple assessment measures that are best aligned to our theory of action..

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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, supplemented by periodic notes sent electronically informing parents of upcoming school events.
- We will also have a seasonal 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 Title I 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

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
- Encourage your child to read every night.
- 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
- In supporting our school with maintaining our dress code, we will not use excuses other than displacement/shelter or extreme/catastrophic financial hardship for not being in compliance and in complete support of the school's enforcement policies.
- 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 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.
- 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" by focusing Title 1 Parent Workshops during School year 2012-13 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".
- To ensure that the elected Title 1 Parent Officers are trained by the Title 1 District Parent Advisory Meetings as well as Professional Developments and Training will be opened to all Title 1 elected Officers to ensure that the they can support AMT's Title 1 School-wide Program.
- 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 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 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 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 2012-13 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 2012-13
 - 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 is not highly qualified within the meaning of the term in section 200.56 of Title 1

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
- A. 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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 27	Borough Queens	School Number 309
School Name Academy of Medical Technology		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Jose Merced	Assistant Principal Kenneth Chojnacki
Coach type here	Coach type here
ESL Teacher Leslie Feliciano, ESL Coord	Guidance Counselor Linette Matos & Lavern Wauchop
Teacher/Subject Area Andrea Remmert, ESL	Parent type here
Teacher/Subject Area Odelia Madmoni, ESL	Parent Coordinator Brenda Figueroa
Related Service Provider type here	Other Laura Roughan, PA Secretary
Network Leader(Only if working with the LAP team)	Other Dana Murphy, Spanish Teacher

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 currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	630	Total number of ELLs	60	ELLs as share of total student population (%)	9.52%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							1	2	2	3	3	3	3	17
Discrete ESL class							0	0	0	3	3	3	3	12
Total	0	0	0	0	0	0	1	2	2	6	6	6	6	29

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	12
SIFE	13	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	8

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	37	7	3	15	5	2	8	3	7	60
Total	37	7	3	15	5	2	8	3	7	60

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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							8	3	7	11	13	5	5	52
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic							1					1		2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1	1	1		1	5
TOTAL	0	0	0	0	0	0	10	3	8	12	15	6	6	60

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	5	2	1	5	4	0	2	19

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)	0	0	0	0	0	0	1	0	3	3	6	5	0	18
Advanced (A)	0	0	0	0	0	0	4	1	4	5	4	1	4	23
Total	0	0	0	0	0	0	10	3	8	13	14	6	6	60

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	4	1	0	0	5
7	1	1	0	0	2
8	6	1	0	0	7
NYSAA Bilingual (SWD)	0	0	0	0	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	7	6							13
7	1	1			1	1			4
8	5	4	2	2					13
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	3	3	1	0	2	2			11
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	13		13	
Integrated Algebra	31		31	
Geometry	1		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1		1	
Earth Science	8		8	
Living Environment	30		30	
Physics				
Global History and Geography	14		14	
US History and Government	15		15	
Foreign Language	2		2	
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								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessments tools utilized by the school include the Lab-R, NYSESLAT, Periodic Assessments, and TCRWP- Running Records by Teacher's College. Data gathered from the results of these assessments help inform our school's instructional planning with the ELLs; especially with scaffolding, differentiating and providing time extension of tasks and assignments. Data shows that the majority of our students read & write at low levels in their first language and/or come in with a lack of academic exposure necessary to perform at grade level. Consequently, they can only transfer the skills possessed in their L1; which are minimal. Therefore, when preparing lesson plans and units of study we focus on the skills needing most improvement. Consequently, our Inquiry Team can review and accumulate informed data and therefore produce realistic reports for our faculty of educators throughout middle and high school grades. As importantly, administration has quality information to rely on when considering the purchase of resources, programs, and professional development opportunities for the members of its faculty. Moreover, it assists with the programming process because teachers can be programmed strategically in the classrooms with the highest need of support.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns on the Lab-R reveal that the majority of ELLs enter the United States with extremely minimal amount of English proficiency and therefore require intensive English language instruction upon entering the NYC public school system. Students who have been exposed to some English language instruction in their country of origin may score higher on the reading and writing sections of the Lab-R & NYSESLAT, while others with the opposite experience will score and longer remain as beginners across all modalities. To this end, the ESL team uses the NYSESLAT results/data to plan intensive sheltered instruction with native language support. Consequently, the same data is used to obtain resources that can assist and support students in the classrooms. As important, after school programs are also considered and planned using the same data.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

*The RNMR modality analysis report is not available for the Spring 2013 NYSESLAT exam." Prior to the 2012-2013 school year, patterns across the NYSESLAT modalities reveal that the majority of students escalate from beginner to intermediate within the first two years of instruction in a Freestanding ESL program. The majority of students also become proficient in speaking and listening within three to four years of instruction. However, a significant number of students remain at the intermediate level of reading and writing for more than one year and at the advanced level for more than two years. The number of students who remain at a particular level for more than five years, is particularly due to their poor attendance or because their learning is interrupted by a specific disability; as indicated in the students' IEPs. These findings indicate that instruction of all ELLs needs to be more targeted toward improving vocabulary, reading comprehension, and writing skills across the content areas. Delivery of instruction strategies should include targeting students' academic test taking skills as well. To this end, ELLs would benefit from the newly acquired ELAND process and from receiving native language literacy support in order to improve comprehension and critical thinking while reading and writing.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Beginner and intermediate ELLs score lower than their native speaker counterparts on exams taken in English, while advanced learners score comparably with native speakers. On the other hand, ELLs throughout the proficiency levels (with the exception of new comers) score comparably with native speakers when the tests are presented in their native language. ELL Periodic Assessments are used to differentiate instruction in the content areas as well as to track the advancement and success of current methodology. Periodic Assessments also help teachers make decisions as to what strengths and weaknesses our ELLs possess and therefore focus lesson planning that targets on improving their weaknesses. Consequently, incorporate methodologies of instruction delivery so that content is accessible to all ELLs. To this end, bilingual dictionaries/glossaries and online translations are available, in addition to encouraging of heterogeneous pairing in classrooms.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

Not Applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers are required to attend common planning time and department meetings, where we have the opportunity to address concerns and issues in our classrooms in correlation with our population of ELLs. Therefore, we engage in discussions about data analysis, strategies, methods, resources, regulations, and many other professional conversations dedicated to enhancing/facilitating instruction. As importantly, during Faculty Meetings, similar information is shared in order to create cohesiveness and cultural-sensitivity among our faculty. Collaboratively, we analyze data and use it to plan instruction that is target specific and differentiated. To this end, the goal is to ensure that a child's second language development is considered in instructional decisions.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Data based on Periodic Assessments, State Assessments, and overall yearly student performance is used to evaluate our programs for ELLs. We also assess our performance through data derived from surveys completed by parents and students. Additionally, the ESL department creates attainable goals for the heterogeneous groups of ELLs; which are then visited and evaluated in department meetings. We monitor these goals through instructional outcomes, and summative and formative assessments throughout the school year. This program evaluation also considers the quantity of students achieving proficiency level in the NYSESLAT exam. For students with IEPs, open communication is maintained at all times with the Special Education team in our school in order to work cohesively toward reaching the child's educational & language development goals.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The identification of English Language Learners (ELL's) occurs when newly enrolled students enter the school. The process begins on the day of enrollment with the administering of the Home Language Identification Survey (HLIS) by Ms. Feliciano, a certified ESL teacher and ESL Coordinator, upon registration. If she is unavailable then either Ms. Remmert or Ms. Madmoni, whom are also certified ESL teachers will provide and help complete this form. The form is available to parents in many other languages including English. Parents also reserve the right to bring someone in to help translate for them. We are also staffed with bilingual personnel who can help translate for parents in languages that include Spanish by Mrs. Feliciano, Ms. Matos, Ms. Figueroa, Ms. Murphy, Mrs. Chavez, and Mr. Merced. In Chinese by Mr. and Mrs. Lin, Greek by Mr. Tsatsis and Mrs. Georgalas; finally in both, Russian and Hebrew by Ms. Madmoni. If on the form the parent indicates at least once in one part I and twice on part II of the HLIS, that the child communicates in a language other than English, it is determined that the child is a potential ELL. At this point, a certified ESL teacher or the ESL coordinator will hold a brief informal oral interview first in English with the student and then in their native language (if possible). If the child is unable to respond to the informal questions of the interview accordingly, then the student is identified and documented as a potential ELL on the HLIS. It is then recorded in ATS as a student eligible for the LAB-R assessment. Administration of the Lab-R takes place within 10 days of admission into our school. If students are native Spanish speakers they are also administered the Spanish Lab-R within 10 days in order to identify their native language skills and proficiency. The Spanish Lab-R is administered by Mrs. Feliciano, one of our certified ESL instructors. Students who are required to take the NYSESLAT are identified through the ATS report RLER. Students who also took the LAB-R when they entered the school and did not test out, are also required to take the NYSESLAT in the Spring.

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.

After a student has been identified as an ELL during the registration process through the steps indicated above, parents are directed by Ms. Feliciano, a certified ESL teacher and ESL coordinator, to view and listen to the Parent Orientation: Program Informational video in their language of choice - which is available through the NYCDOE's website. This video explicitly explains in their native language, if it's so preferred, the programs available: Transitional Bilingual, ESL & Dual Language; hence it will ensure full understanding of the three instructional models available in NYC currently being offered to English language learners. Once the video ends, parents are asked to complete the Parent Survey & Program Selection form which is also provided in the language of their choice. Consequently, translation is made available through our certified teacher staff or by calling the NYCDOE's Office of Translation and Interpretation Services, for parents & staff, to ensure that an informed and educated decision about a program is being made. As importantly, this service is available to provide parents with the opportunity to ask questions and clarify any concerns. If the family chooses an option other than what is currently offered at our school, which is Freestanding ESL, they are immediately referred to Ms. Figueroa, the Parent Coordinator or the grade appropriate guidance counselor so that they can further explore the child's placement options. If the child remains in our school, he/she is administered the Lab-R (and the Spanish Lab-R when applicable) within 10 days of admittance; which is conducted by the ESL department. All steps listed above are conducted with the Parent Coordinator, the ESL coordinator or certified ESL instructor and a translator - when necessary - on the same day of pupil registration.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At the beginning of every school year, the ESL team of teachers and ESL coordinator - Ms. Feliciano, Ms. Remmert & Ms. Madmoni - coordinate and hold a mandatory ELL parent orientation meeting. During this meeting, the NYCDOE's Program informational video is shown to the parents. Immediately after the video ends, parents are asked to fill out the HLIS and the Parent Survey & Program Selection Form in a language of their choice. These forms are collected as soon as the parents are done filling them out during this meeting. Consequently, these forms are kept on file in an ESL binder, which is kept in the school in a secured place. If the pupil is new to the NYC public school system, the Lab-R is administered by any of the ESL certified teachers on staff -Ms. Feliciano, Ms. Remmert or Ms. Madmoni. Once the Lab-R is administered and locally graded by the ESL team of certified ESL teachers, the entitlement letters are mailed home within reasonable time by Ms. Feliciano, the ESL coordinator. A copy of these letters are kept on file at a secure place, in the school, in a specific ESL binder. Throughout the school year, the HLIS and the Program Selection forms are completed and collected during the registration process and are securely kept on file at the school. Hence, parents are mandated to be part of the registration and orientation process. Parents are notified in writing within 10 days of admission, through an entitlement letter, about their child's qualification for ESL services. These forms are kept on file in a binder, securely, at the school. If for whatever reason the Parent Survey and Program Selection forms are not collected or returned to the school, we make several attempts to reach the parent and explain the importance of completing and returning these forms. This includes calling the parents and sending home a new form with the student along with a note explaining its importance. After reasonable time has been allotted for a parent to comply and he/she doesn't, the issue is then referred to the parent coordinator, Ms. Figueroa, or the guidance counselor of the grade for further outreach and possible student placement in a Transitional Bilingual Education program; which is the default program for ELLs as per CR Part 154.

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.

We currently offer ESL instruction throughout the school year. Therefore, within ten days of the beginning of the school year, the ESL team summons all parents of our ELL population to attend a Parent Orientation Meeting at our school. Notices are mailed home and we also disseminate them individually to our ELLs to bring home to their parents. During this meeting, parents view the NYCDOE's parent orientation video - in the languages that agree with our audience - which explains in detail the instructional models available for ELLs - Transitional Bilingual, Dual Language, and Freestanding ESL - . Parents are asked to complete the Parent Survey & Program Selection Form (available in their language of choice) as soon as the video ends. Consequently, all forms are collected and reviewed immediately. At the time of the Parent Orientation Meeting, the ESL Coordinator, the ESL team of certified ESL teachers and the Parent Coordinator are available to address any questions parents may have. The same staff is also able to serve as translators when necessary. We also take this opportunity to provide information on standards and assessments. Newly enrolled high school students who are identified as ELLs are placed into ungraded homogenous classes according the raw

score in their Lab-R. For existing high school students, the ESL team determines and places the students according to their NYSESLAT results in ungraded homogenous classes. In the middle school level, students are placed into block - grade level - heterogenous classes. In addition, we utilize a push-in collaborative team teaching approach through the middle and high school grades to accommodate the mandated number of minutes required of ESL services. Ms. Feliciano, the ESL coordinator & ESL certified teacher creates individual placement and continued entitlement letters, which are mailed to students' homes accompanied with a copy of their NYSESLAT results -when applicable- from the prior year, along with a guide in their native language as reference to help them read the report. Copies of these documents: Placement letters, Entitlement letters, and Program Selection Forms are securely kept on file at the school. Ms. Feliciano, the ESL coordinator, meets with the pupil accounting secretary, Ms. Roughan, to update and input new data in the ELPC screens in ATS within 20 days of child's admission into our school. Parents of existing students opt to keep their child in our ESL program. If a parent of a new student opts for a program other than ESL, he/she is referred immediately by Ms. Feliciano, the ESL coordinator, to either Ms. Figueroa, the parent coordinator, or the grade's guidance counselor working with the district for placement.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Ms. Feliciano, the ESL coordinator, is responsible for coordinating and scheduling -within the deadlines - the administration of all four components of the NYSESLAT annually, during the spring. The entire population of ELL students are required to take the NYSESLAT and are identified in the RLER report available through ATS. The certified ESL teachers: Ms. Feliciano, Ms. Madmoni & Ms. Remmert in the school administer all four components of the NYSESLAT according to the schedule created by the ESL coordinator; who follows the proctoring mandates. If a student is absent on the test day, it is recorded and communicated to Ms. Feliciano at the end of each testing day. Specific dates - within the deadline - are scheduled to conduct test make-ups for absentees. Also, to ensure that all students take all four components of the exam, two-three proctors are in the room simultaneously checking attendance and the overall accuracy of the testing procedures. This governs following the mandates of each student's IEPs which include flexible scheduling, time limit extension, proctor/technology assistance, etc. Proctors obtain the exam booklet in advance to familiarize themselves with it. At the end of testing days, the ESL team gathers to collect and secure the exams, solidarize student attendance, and discuss/finalize the next day's proctoring schedule. Furthermore, the entire faculty is made aware of the location and dates when the exam is being administered and are therefore asked to cooperate with the same procedures as any other state exam would require. This it's not limited to maintaining noise levels very low throughout our school, avoid causing any distractions by wearing heels or noisy bracelets, which may affect our students, etc. To this end, due to its size and location, we reserve the library of our school to administer the NYSESLAT. Although administrators of the schools that share the school building with us are notified of our testing dates, signs in neon color paper are posted in the hallways and doors to minimize possible noise and distractions.

6. 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.) 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. 

After conducting the Parent Survey this year we have foun that fortyfive; which is the majority of parents, prefer the Freestanding ESL Program currently being offered at our school. The second most requested, at 6 out of our total number of students, was for the Transitional Bilingual Program in Spanish. Our current program model is aligned with the majority of parents' requests. Although during orientation and registration this year, six of our new students' parents expressed their preference in a Transitional Bilingual Program. Unfortunately, we still don't have the number of students in each language to accommodate their request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

The organizational models we utilize are push-in, pull-out, and discrete instruction. Students at the high school level are grouped in three different ungraded homogenous classrooms for two periods daily with three different certified ESL instructors in each class. In addition, certified ESL teachers are strategically placed in content specific classrooms that consist of a mixture of general ed, special ed and a heterogeneous group of ELLs to assist the general ed/content specific teacher to scaffold, differentiate and deliver instruction in a collaborative push-in model class. At the middle school level we use the push-in method and students are placed in heterogenous groups in block programming. Middle school pull-out is necessary in one of our current sixth grade classes due to the number of newcomers in this specific grade and class. Otherwise, middle school pull-outs are ungraded and in heterogenous groups. Both, the pull-out and discrete model instruction are delivered by certified ESL instructors. The push-in model requires a general ed instructor and a certified ESL instructor.

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)?

All ELL students are being served the appropriate amount of ESL minutes according to CR Part 154. Beginners and intermediate students at the middle school level are receiving 360 minutes per week, and advanced students are receiving 180 minutes a week. Beginner students at the high school level receive 540 minutes of ESL 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. All high school ELLs receive both, CCSS discrete ESL instruction for two periods daily and ELA instruction with a certified ESL push-in instructor for two periods daily to modify and deliver lessons. At the middle school level, students receive ESL services with a certified ESL instructor and a content based instructor in the same class. The model of instruction used is push-in and lessons are prepared in unity by both teachers to ensure implementation of overall ESL strategies.

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 foster language development and meet the demands of the Common Core Learning Standards.

Due to the nature of the instructional mandates of an ESL program, which is 100% English instruction, all content area materials and instruction are presented in English, however, delivery of instruction is modified to suit the needs of ELLs at the time that lesson/unit planning takes place. For example, graphic organizers are created, dictionaries are readily available and vocabulary is pre-taught to accommodate their language deficiency. Through SMARTboards, teachers include many visuals, media, audio, and realia to help enrich and develop the language acquisition process. In math and science for example, students are provided with a range of manipulatives which trigger tactile learning and make instruction more meaningful. In addition, ELLs are granted additional time to complete classroom work such as do nows, quizzes, exams, assessments, projects, etc. ELLs identified as students with disabilities receive ESL support through the team teaching model as well as through pull-outs when necessary. To this end, content area teachers receive professional development in ESL methodologies and techniques to aide in scaffolding overall instruction for ELLs. Note that an exception is made for newcomers who currently receive special accommodations, such as translated documents, worksheets, translated and then printed versions of the entire lesson - usually a power point presentation - , novels printed in their native language (when available), peer paired with someone who speaks their first language - except when the teacher can provide direct translation - and finally, bilingual dictionaries.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The ESL coordinator and ESL teachers work very closely with the testing coordinators and faculty in our middle and high school to ensure that ELLs receive the mandated and appropriate accommodations. In fact, they receive updated lists of our population of ELLs, which includes information about their native language. This not only assists with the ordering of the various assesments in the students' native language, but also ensures that test modifications and testing accommodations take place. In addition, due to the large Spanish speaking population of ELLs, we use the Spanish Lab-R as a predictable of the possible transfer of language skills our students may achieve. To this end, we are considering the implementation of a Native Language Arts course in Spanish at AMT.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Lesson planning and delivery of instruction by certified ESL instructors during our discrete ESL instruction is the stage utilized to ensure that our population of ELLs is appropriately taught the necessary skills to advance in all four modalities of the language acquisition process throughout the school year. Our lessons are aligned to the State Standards and the Common Core Standards. Moreover, content subject teachers include these modalities throughout the school year in both, group and individual classroom formative assessments, assignments, projects, presentations, etc. Assessments are administered after a lesson unit, throughout the course of reading a novel, but often included is a final exam at the end of the novel. Under no circumstances are ELLs excluded from participating in any given task or assessment. Resources are always available in the school and the ESL team is always consulted with and included in many levels. In fact, we usually assist by administering the assessment to the student(s) during AIS or during our prep periods, if we're available. This process consists of reading the test aloud, which addresses the listening & speaking modality of the language acquisition process. It also addresses the reading aspect because the student reads silently as the teacher reads aloud. Finally, the written component is addressed as the student(s) documents his/her individual response. Student work is graded and kept on file by every teacher in the school. Consequently, grades are submitted and recorded accordingly in Skedula, a database maintained by teachers and monitored by our supervisors. Finally, during the spring of every school year, students take the final and formal state exam - the NYSESLAT - which finally evaluates the progress of all four modalities of their English language acquisition.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The needs of our entire population of ELLs (including SIFE students) are met through our individualized prescription program. Students are provided a "prescription" from their subject class teacher, which are then "filled" at our pharmacy during AIS on Mondays and Tuesdays for an extra period. "Prescriptions" identify the specific skills and language needs of each student. Students who are newcomers are placed into a beginner ESL program. These classes dedicate a large focus on gaining vocabulary through role play and many visuals; therefore targeting speaking skills. The focal point of instruction for ELLs receiving services for 4-6 years is building reading stamina and comprehension and developing native-like overall communication skills. Hence, instruction is also focused on writing techniques and one of our goals is to go from Learning to Read to Reading to Learn. Strategies include project-based learning, and collaborative team-teaching to scaffold instruction. Our plan for our long-term ELLs is to work collaboratively with the Special Education department to implement the ELAND process due to the fact that the majority of our long term ELLs are SWDs. Furthermore, we offer an after-school/Saturday program which complements the learning process with field trips to reinforce and further facilitate the language acquisition and the sociocultural assimilation of all our ELLs in middle and high school. This program includes tutoring opportunities and access to laptops with internet access. This program is made possible through Title III funds. Continuing transitional support is provided for former ELLs who have reached proficiency on the NYSESLAT for up to two years after reaching proficiency. Support is provided through appropriate testing modifications and accommodations, extended time on projects, access to our ESL library and resources as well as placement in the subject specific/ESL team teaching model. In fact, our testing coordinators and faculty members are aware of this group of students and are therefore sensitive to their academic needs; even when the team-teaching/push-in model is not available during a specific period. To this end, we will achieve overall success by working collaboratively across with our entire staff, the content area teachers, and our administration.

7. 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?

Our instructional strategies and grade-level materials for teaching ELL-SWDs are, for the most part, the same as for all our ELLs. We use a wide variety of visual aides, which include media and audio technology. Imbedded within instruction are graphic organizers, realia, educational videos and documentaries, etc. We utilize modified adaptations of grade appropriate literature through both, classic novels and graphic novels; such as Romeo and Juliet, Persepolis, Persepolis 2, The Hunger Games, Building Fluency through Reader's Theatre: William Shakespeare, Early America, The 20th Century, Expanding and Preserving the Union, Science Readers: Life Science, The Breadwinner Trilogy, Three Cups of Tea; to mention a few. In every classroom, resources such as general and subject specific bilingual dictionaries and glossaries are available. Added to this, AFL strategies are implemented throughout instruction to further ensure that ELLs participate, are included in all activities and have a clear understanding of the expectations in the classrooms. Brain Pop and Study Island are another resource available to our entire faculty to better serve our population of ELL-SWDs. Consultation and units of lesson planning also take place collaboratively

among General Ed, Special Ed and ESL teachers to implement best practices and student centered approaches. In addition, The Academy of Medical technology enables diverse ELL-SWDs to achieve their IEP goals and attain English proficiency in the least restrictive environment through the Integrated Co-Teaching (ICT) and Special Education Support Services (SETSS) models in grades 6 through 12. These instructional models are used to facilitate instruction in AIS as well. Currently, we have 6 certified special education teachers to service, monitor and maintain compliance for both, our middle and high school ELL-SWDs. As importantly, the same staff ensures that these students' IEPs remain current and parent conferences take place to perform an annual review. During this time, student goals and services are reviewed and updated as needed. Furthermore, Special Ed, General Ed and ESL teachers strategically plan units of lessons collaboratively to scaffold and differentiate instruction aligned to their IEP mandates and ESL/language proficiency needs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The Academy of Medical technology enables diverse ELL-SWDs to achieve their IEP goals and attain English proficiency in the least restrictive environment through the Integrated Co-Teaching (ICT) and Special Education Support Services (SETSS) models in grades 6 through 12. These instructional models are used to facilitate instruction in AIS as well. Currently, we have 6 certified special education teachers to service, monitor and maintain compliance for both, our middle and high school ELL-SWDs. As importantly, the same staff ensures that these students' IEPs remain current and parent conferences take place to perform an annual review. During this time, student goals and services are reviewed and updated as needed. Furthermore, Special Ed, General Ed and ESL teachers strategically plan units of lessons collaboratively to scaffold and differentiate instruction aligned to their IEP mandates and ESL/language proficiency needs.

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

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

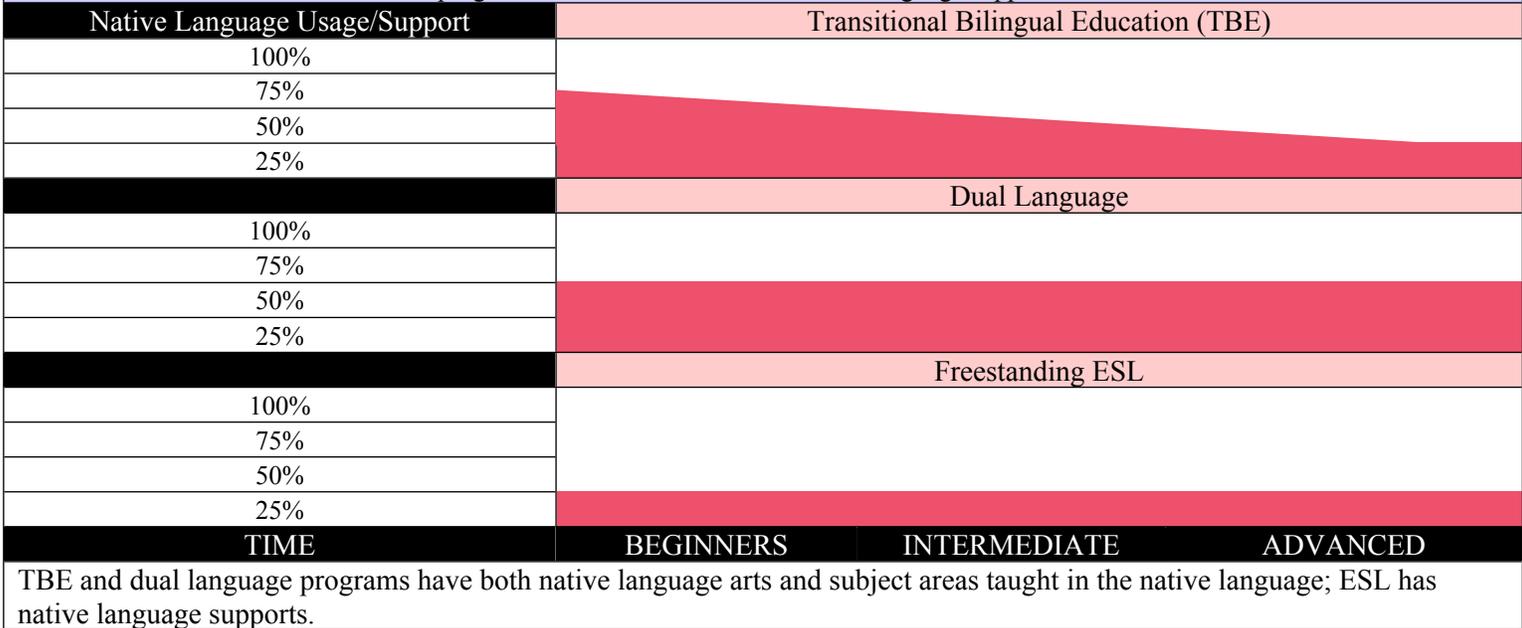
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



B. Programming and Scheduling Information--Continued

9. 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.

We offer academic support via tutoring twice a week after school (AIS). We also have a SocioCultural Saturday Academy on weekends which exposes students to the American culture, history, and environment through both, instruction aligned to the various subjects and educational field trips to museums, parks, and theatres, etc. Students are exposed to social interaction and English language in various forms - written & oral. Both programs are available in English for our entire population of ELLs, regardless of proficiency level. In addition, we offer APEX for our high school students. APEX offers online courses including core curriculum, electives and world language courses, Advanced Placement (AP), and credit recovery courses as well. APEX mentors know the students individually and help them stay on track and provide exam proctoring. As important, mentors serve as liaisons between online learning and the school community to help students succeed in an online learning environment. In addition, Spanish speaking ELLs enrolled in Spanish 2 & 3 have the opportunity to read novels in their native language. To this end, instruction is also aligned with the CCSS for English in order to support the core subject and use it as a springboard to transfer the same literacy skills and knowledge into other subjects.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our programs is noted through the overall progress and performance of our ELL students across the grades and subjects. Their grades and evident language development (oral, written) are a reflection of this. The exposure of the English language in its various forms (written and oral) delivered in a non-restrictive environment helps students feel confident to practice their language abilities. In fact, being among their peers in the same or similar linguistic circumstances, provides them with a sense of comfort and hope. Working collaboratively with ungraded ELLs in a heterogeneous group accelerates their language development as well. Through the credit recovery program (APEX), students work at their own pace using technology; therefore it provides a less restrictive environment while conducive to learning. APEX incorporates assessments throughout its lessons and expedites immediate results to the collaborating content area teacher. Communication with the student is maintained throughout the APEX sessions and the collaborating teacher is available to meet with the student during the school day. Consequently, ESL teachers frequently conduct one on one conferencing with teachers of other subject areas to maintain a collaborative learning environment across the subjects, and as importantly, to ensure the effectiveness of our current programs. As importantly, collaborating APEX teachers report student data to our administration for their review and student credit consideration.

11. What new programs or improvements will be considered for the upcoming school year?

This year we're planning on working with SEA Theatre Company in the implementation of a residency program. The objective is for our ELLs to strategically continue to develop their overall English language skills and fluency as they read and speak; as well as build academic vocabulary. Simultaneously, expose them to classic literature through art as the program will conclude with a student performance of "Don Quixote" or "West Side Story". Parents, faculty, and peers will be invited to the final performance, to take place on our premises, toward the end of the school year.

12. What programs/services for ELLs will be discontinued and why?

Currently, there aren't any plans to discontinue any programs for ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

We are an active chapter of the Health Occupations Students of America or HOSA. A student-led national organization with a program of work designed to provide developmental opportunities which will develop future leaders of the health care community. Our students, ELLs included, 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. In fact, last year's high school valedictorian, Kevin Merizalde (a former ELL), was an asset as an active member of our HOSA chapter. In addition, Steven Escobar (a former ELL) received a scholarship, upon graduating from high school, to assist with college expenses. All ELL students receive information and invitations - either in the form of letters or flyers - to participate in a given program/club. For example, they are encouraged to participate in peer tutoring opportunities. In this program, high school students offer one-on-one tutoring to middle school students in core subject areas twice a week after school. Overall, ELLs are invited to join our Saturday Academy, as well as, AIS after school and our new theatre workshop program; to mention a few.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Our classrooms are all equipped with SMARTboards and every teacher is provided with a laptop, readily with software and internet

accessability. In addition, every department has access to laptop carts with internet, and projectors. Every classroom is also equipped with a white board, library, dictionaries, and general art materials. Teachers use network applications and the internet such as Netflix, BrainPop, Flocabulary, Study Island, google translate, wordreference, etc. to complement instruction. Novels are also available in the predominant language of the majority of newcomer ELLs. For example, a leveled reading collection with CD audio is part of our library collection. Some titles included are La Cruz del Diablo, La Casa de la Troya, El Libro Secreto de Daniel Torres, Sonar Un Crimen, Una Mano en la Arena, De Ratones Y Hombres, El Vendedor de Suenos. For math, we use the resources provided by Prentice Hall. Prentice Hall allows us to infuse I-Pad technology with Apps that facilitates the alignment that is conducive to our push-in and pull-out services. The science department has been provided with content area glossaries, software, and I-Pads to help support their ELL students. Math and Science teachers meet with ESL teachers during common planning time meeting and departmental meetings to further align the infusion of the resources listed into the classroom.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Our ESL program follows the NYCDOE mandate to deliver instruction in English using specific key ESL strategies to develop language acquisition. The ESL toolkit includes strategies such as building upon background knowledge, tiered vocabulary, body language, manipulatives and visuals, modeled instruction (show don't tell), scaffold and differentiate content, providing alternative assessments (verbally if needed), and speaking slowly. Newcomers are encouraged to participate even if it means them speaking and/or writing in their native language. To this end, we maintain an environment in which students feel free to take risks and make mistakes. Moreover, students' native languages are used to aide instruction throughout the use of online translators, heterogenous pairing (according to language) when necessary and available. Spanish speaking ELLs are encouraged to take electives in Spanish in order to improve literacy in their native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

ESL services are delivered through three different models of instruction, Push-in, Pull-out and in isolation. The resources utilized are the same as the ones used with the general population. The exception is that the delivery of instruction is modified, differentiated and scaffolded. For example, we have purchased the novels Of Mice and Men, Fahrenheit 451, and Bodega Dreams in Spanish to make learning accessible to our newcomers of Spanish speaking countries. This also ensures that no segregation or exclusion takes place within our classrooms. Instead, students feel welcomed and included and therefore develop the desire and motivation to learn. Students are allowed to bring the novels, in English and Spanish, home so that they can read at home and be as prepared as their counterparts. Additionally, to compliment instruction and achieve language acquisition in English, students are provided with graphic organizers and laptops with internet access to translate their work as much as possible. Eventually, they begin to produce sentences on their own and their participation is noted and acknowledged in class. In the middle school, textbooks and novels are grade appropriate as well. We support our ELLs via the push-in model on these grades, thus ESL methodologies and strategies are applied for instruction. To this end, lesson planning takes place collaboratively with the subject area teacher and the ESL teacher.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We conduct a Parent Orientation session prior to the beginning of school. During this time, the ESL team identifies and targets the community of ELLs - parents and students - and our goal is to open the lines of communication and establish a healthy, long lasting relationship from the very start. The ESL department has coordinated with the administration and the department leaders of Math, Science, and English an introductory summer bridge program for in-coming freshmen in August and a continuation of a modified bridge program offered through our Saturday Academy for students that are enrolled during the course of the school year.

18. What language electives are offered to ELLs?

This year we offer Spanish as a LOTE. Every student, regardless of linguistic ability or ethnick background are signed-up for the courses. Students are exposed to Spanish language and its culture, gradually, throughout the lessons. The materials used for instruction include level appropriate textbooks, technology - documentaries, movies, music, etc. - art projects which include mask making to celebrate "El Dia De Los Muertos". To this end, although the majority of ELLs are Spanish speakers, they are not excluded from these courses. In fact, it instructs/teaches them academic Spanish and exposes them to other Latino cultures; other than their own.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Our school utilizes data that is specific to our ELL population to provide teachers with professional development opportunities, throughout the year. We provide teachers with ESL certification the opportunity to attend professional development workshops offered by the CFN/Network, the United Federation of Teachers ELLs and Bilingual Education Department, the NYCDOE Office of ELLs, and a variety of NYC Museums, to mention a few. In addition, the entire faculty is mandated to attend professional development workshops offered throughout the school year as directed by the Chancellor thru the School Year Calendar. For example, on Election Day (November 5, 2013) every staff member was registered to attend the CFN 402's Educational Conference. The workshops offered on this day included Culturally Relevant Pedagogy-Reengaging Black and Latino males; UDL 102: Deeper Engagement for All Learners: Motivation & Emotion in the UDL Classroom; When Reading Gets Too Tough; Visual Thinking Strategies; A Technology Driven World-What's Next?; and There's Still Hope! Overaged and Undercredited Students-Xfer School Support; to mention a few. A selected group of staff members (MS & HS) are registered to attend a Teacher Professional Development: An Introduction to the Danielson 2013 Framework for Teaching. These group of teachers will turn key to the entire faculty during Common Planning Time (CPT). Consequently, they will also be available for individual consultations. Furthermore, The Literacy Trust, Inc provided a workshop to a group of faculty members entitled Increasing Achievement Among Struggling Readers in the Middle Grades by Nora L. Hoover, Ed.D. The workshop included topics such as The Challenge: Helping students meet the CCSS, Increases in Academic Learning Time=Increasing in Student Achievement, CCSS's vocabulary: Effective teaching for ownership of critical words, Research-based comprehension strategies, and Intervention in groups: Components of ALT for struggling readers. Moreover, the ESL team conducts workshops during CPT and Faculty Meetings to satisfy the minimum 7.5 hours of ELL training for all staff, as per Jose P. These workshops include modeling scaffolding and ESL strategies. First year teachers are provided with a mentor for support. The guidance counselor in the middle school counsels groups of newcomers and ELLs mixed to address cultural and overall transition (school and country) as well as address emotional distress in a non-restrictive/non-judgemental environments. Upon completion of the professional development, acquired outside of our school, our ESL teachers are mandated to serve as turn-keys for our teachers and Guidance Counselors. Guidance Counselors and non-ESL teachers are provided opportunities to participate in learning walks and classroom inter-visitations with our ESL teachers. ESL teachers also are required to conduct facilitations utilizing collaborative protocols during grade-level and vertical team meetings. Strategies included small group study sessions with teachers during advisory using "Kid-Talk". Guidance Counselors are required to participate as observers as the ESL teacher facilitates the protocol. The records of the ELL training for all staff members are maintained by the filing of meeting agendas, minutes, and sign-in sheets.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 in their children's education. And as a school to demonstrate transparency and commitment to foster strength in this parent/school relationship. Consequently, the special ed and ESL department hold workshops and meetings to inform and assist parents with their child's mandated services, forms, etc. We especially target the parents of the newly enrolled ELLs during orientation to obtain the necessary documents and forms necessary to keep us in compliance. To this end, we maintain an open door policy, a One-Point Person: Ms. Figueroa, to navigate and understand the school system, etc. Our parent coordinator, Ms. Figueroa, assists with individual phone calls for intervention, IEP meetings, translation and general parent outreach. Our faculty utilizes the Translation and Interpretation Unit's hotline throughout the school year and during Parent-Teacher conferences. We also utilize the translational service that can be provided by staff members that speak other languages, our Community Based Organizational partners, and members within our own community. For example, The Far Rockaway Watch Dog Organization provides our families with workshops that help support our non-English speaking families. We also work with our SLT and PTA utilizing the 1% Title I funding designated for parental involvement in order to provide our non-English speaking families with workshops and translational services. We conduct monthly Parent Association meetings and we encourage them to become part of the PTA administration. Moreover, our parent coordinator coordinates and holds workshops to help them to provide their children with the assistance they need in order to complete their homework assignments. This includes informational workshops about exam standards in ELA, Math, understanding IEPs, mental health outreach (in conjunction with LIJ and Project Hope), pupil path training, uniform assistance through Hurricane Sandy Funding. Added to this, we incorporate a Winter Feast Dinner, multicultural events, award ceremonies, food drives, etc. Our school maintains communication with parents through a monthly calendar and through the "Messenger" phone system; which informs parents about their child's attendance, school events, workshops, and conferences; in Spanish and English.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Academy of Medical Technology

School DBN: 27Q309

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jose Merced	Principal		11/15/13
Kenneth Chojnacki	Assistant Principal		11/15/13
Brenda Figueroa	Parent Coordinator		11/15/13
Leslie Feliciano, ESL Coordina	ESL Teacher		11/15/13
	Parent		11/15/13
Andrea Remmert, ESL	Teacher/Subject Area		11/15/13
Odelia Madmoni, ESL	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		1/1/01
Linette Matos & Lavern Wachoup	Guidance Counselor		11/15/13
	Network Leader		11/15/13
Laura Roughan	Other <u>PAS</u>		11/15/13
Dana Murphy	Other <u>Spanish Teacher</u>		11/15/13
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q309 School Name: Academy of Medical Technology

Cluster: 04 Network: 402

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.

Upon student enrollment into a public school, parents are required to complete a Home Language Identification Survey (HLIS) form. If it is indicated that parents speak a language other than English, we provide a translator. First within our school staff, then our building, and finally we reach out to the Translation and Interpretation Unit's hotline if no translator is available. The translator helps to accommodate the parents and assists them in completing the registration process. We then provide a HLIS form in their native language. If it is indicated once on part I and twice on part II that the student communicates in a language other than English, the student is identified as a potential ELL, thus it is recorded in ATS as a possible ELL. In addition, the home language is also recorded in ATS. We then provide parents with an orientation, and follow the school's protocol; as detailed on our Language Allocation Policy 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.

Major findings in reference to our school's written translation and oral interpretation needs shows that the majority of ELLs have non-English speaking parents. Therefore, these families are identified in parallel with the HLIS form. Faculty members are notified of the parental home language and are then provided with resources in regard to translation and interpretation services they can use to communicate and contact parents when necessary. Guidance counselors, school secretaries, and school administrators are also included in the notification of such information. Parents are also notified in writing - in their native language - about the issue or concern at hand from the staff member. As importantly, Parents of ELLs are not the only group of non-English speakers. Therefore, the initial interaction with the parents upon enrollment, along with the necessary forms; such as the HLIS form serve as important reference tools to make informed and educated decisions of the language/communication needs of our entire community of parents.

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. Our school also conducts monthly Parent Association meetings and workshops. In addition, we publish a monthly calendar with the means to keep them informed and abreast of the school happenings. The majority of parents whose native language is not English, speak Spanish. Therefore, our parent coordinator, who's bilingual in Spanish, translates letters and other documents into Spanish as needed. In addition, we have created an account with the Department of Education's contracted vendor, The Big Word, to perform bigger translation jobs or to translate documents in a language other than Spanish. We also reach out to this contracted vendor to translate student assessments, when necessary.

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.

The Academy of Medical Technology employs a diverse staff of teachers, coordinators, guidance counselors, paraprofessionals, etc., that speak a variety of languages. Hence, our faculty is readily available to assist with any translation and interpretation needs when the language is one other than English. Consequently, parents are notified that they reserve the right to bring a translator when visiting our school to help them communicate their reason(s) for coming. The school also uses the "Messenger" phone system in order to maintain communication with parents in their native language and to keep them informed of an array of events, workshops, conferences, and their child's attendance.

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 have signs posted by our Main office in a variety of languages, about the availability of translation and interpretation services. The school's safety plan indicates that parents who feel the need to contact administration, will have undenied access to the parent coordinator. In fact, parents are encouraged to reach-out and feel comfortable doing so instead of feeling that the language is a barrier. To this end, Parents receive required forms and information in their native language according to Chancellor's Regulation A-663.

2012-13 Comprehensive Education Plan (CEP)

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: 27Q309
Cluster Leader: 406	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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 53
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

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: We have identified the need to accelerate the language development 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 well as college readiness expectations. As ESL teachers, we can attest to the fact that this population often lacks relevant background knowledge in regard to both, American and global history and culture. Therefore, this program's goals are for students to gain necessary background knowledge in various content areas, balance out the linguistic needs of each student by providing a literacy focus in reading and writing and finally to acclimate themselves to the American culture. Moreover, sociocultural awareness is vital, as it is equally important to learn the history of their new home in New York; through both, instruction and hands-on exploration of New York City and its boroughs. To contextualize, AMT will utilize a thematic approach in implementing a Saturday program. Some of the places of interest we will be focusing on will be (please note that location(s) may be subject to change as schedule permits):

- The American Museum of Natural History
- Ellis Island/The Statue of Liberty
- National Museum of the American Indian

This added hands-on exposure 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, US, and Global Studies by providing a deeper understanding of ancient societies, religions, civil liberties, freedom concepts, strong female figures in history and the history of countries where the stories take place to those students reading *The Hunger Games* by Suzanne Collins, *Persepolis* by Marjane Satrapi, *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie, *Three Cups of Tea* by Greg Mortenson and David Oliver Relin, *Number the Stars* by Lois Lowry, *A Family Apart* by Joan Lowery Nixon and *The Breadwinner* by Deborah Ellis. In retrospect, the hands-on exploration will allow our students the opportunity to collect artifacts to evaluate and analyze primary source information. In addition, DBQs can be reconstructed during the next cycle of direct instruction. This reconstruction would provide the students with the opportunity to concentrate on the aspects of a good writer, to activate and to build schema. The direct instruction will be provided by one certified teacher in English as a Second Language. For direct instruction, our expenditure will be 1 teacher x 10 hours x 6 sessions. To this end, AMT is proposing to use Title III allocations to fund a Saturday Program. It will commence on January 19, 2013

Part B: Direct Instruction Supplemental Program Information

until June 22, 2012.

- 53 students of all subgroups and levels: Middle and High school students of ESL in all levels: beginner, intermediate and advanced.
- There will be two Saturday sessions per month. These Saturday sessions will alternate between direct instructional content support, and hands-on exploration of relevant historical landmarks and museums. On instructional days, meeting time will be from 9:00 AM to noon. Whereas, hands-on exploration meeting time will be from 9:00 AM to 4:00 PM. Language of Instruction: According to our Language Allocation Policy.
- One certified teacher in English as a Second Language.
- Materials: Primary documents, technology (digital camera, Smartboard); classroom resources, such as, historical information about New York City, its boroughs and its landmarks; maps; general classroom supplies.

Additionally this year we will be implementing an after school program which will be ELA prep and film. We will be taking students who have failed the NYS regents and/or are having difficulty in their ELA classes and work with the students on literary devices. The literary devices will be reinforced through films by focusing on things such as setting, theme, mood, etc. The films selected may be related to the books that students are reading in class, or related to topics being covered in their history curriculum.

- The students would be separated based on grade level. One group would be dedicated to the middle school, which would be prepare students for the ELA exam at the end of the year. The second group would be high school, which would prepare students for the English regents. Both groups of classes will be focusing on writing skills, as well as their grammar skills which we have identified as the two areas that the students struggle with the most.
- The classes would meet twice a week for 90 minutes for fourteen weeks commencing February 4th-June 7th
- Two certified teachers in English as a Second Language
- Instruction will be in English with support
- Materials :Smartboard, general classroom supplies, access to copies of books being read in class with students, history books and/or internet access to find appropriate information of historical events, ELA books and/or copies of ELA materials, and dictionaries. •

Part C: Professional Development

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.

- Teachers to receive this training are all teachers participating in the ESL program.
- Teachers will meet one Wednesday a month to plan instruction for the Saturday program.
- Topics will include lesson planning, assessment of student progress, trip destination planning (preferably aligned with ELA and SS curriculum).

Additionally a portion of Professional Development funding will be used toward curriculum mapping. Teachers will be dedicating two hours a week for nine weeks on developing their curriculum maps.

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. 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

Part D: Parental Engagement Activities

will be required.

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 	\$7227.00	Saturday Program- \$3011.00 One ESL teacher will provide instruction for ELL's for 6 weeks x 3 hours and 6 weeks x 7 hours for hands-on exploration Afterschool Program- \$4216.00 Two ESL teachers will be providing instruction to the ELL population for 3 hours a week for fourteen weeks.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$3973.00	
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11,200	11,200

