

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**27Q309**

**School Name:**

**ACADEMY OF MEDICAL TECHNOLOGY: A COLLEGE BOARD SCHOOL**

**Principal:**

**WILLIAM JOHNSON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Academy of Medical Technology School Number (DBN): 27Q309  
Grades Served: 6-12  
School Address: 8-21 Bay 25<sup>th</sup> Street  
Phone Number: 718-471-3571 Fax: 718-471-0314  
School Contact Person: Angela Menendez Email Address: AMenendez@schools.nyc.gov  
Principal: Jose Merced  
UFT Chapter Leader: Leslie Feliciano  
Parents' Association President: TBD  
SLT Chairperson: TBD  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): TBD  
Student Representative(s): TBD  
TBD

**District Information**

District: 27 Superintendent: Donald Conyers  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: \_\_\_\_\_  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

### Safe Environment

At the Academy of Medical Technology, we believe that every child has the ability to learn. Positive classroom behavior will result when students are engaged and challenged. Our theme on Medical Technology will provide students with the academic rigor that will stimulate interest in a variety of medical careers. Our program is unique in that students will be engaged giving them opportunities to develop cutting edge technological skills in graphic designs, animation, web casting in a manner in which those skills will be applied in the areas of scientific research, the business aspect of the health care profession, and med

### Personalization, Community, and Inclusion

The AMT community will be strong because

- Everyone knows everyone
- Students participate in full inclusion classes with students of different abilities.
- Students participate in school decision-making through HOSA meetings . Teachers will be assigned to the Resource Center to provide individualized instruction during a student's independent study period. It is within the walls of the Resource Center where the dynamic interchange between students and teachers will occur. This dynamic teaching will create a personalized learning environment that enhances teaching and learning not only at the middle school level but at the high school level as well. There will be an advisor for every student who provides guidance, information and support and serves as the school's liaison to the student's family. Advisory will be an important experience at AMT from the sixth grade until graduation. Students will meet with a group that will become their second family. Their Advisor will be their advocate; they English language learners will be provided with academic support through differentiated instruction, pullout services, team teaching strategies, and academic prescriptions.
- There will be an advisor for every student who provides guidance, information and support and serves as the school's liaison to the student's family. Advisory will be an important experience at AMT from the sixth grade until graduation. Students will meet with a group that will become their second family. Their Advisor will be their advocate; they will know their students and their families and will be there to help or just to talk.
- We welcome any students who have previously experienced schools as unresponsive to their specific needs.

The AMT **R<sub>x</sub> for Success** will provide students with special needs (academic, social, emotional, or language) with a written prescription to bring to the study/tutoring hall for personalized instruction.

## **College Bound**

Intermediate school level students will be expected to gain high school level credits through our advanced courses and independent study courses. High school level students will be required to take advanced placement courses and submit a senior exit research project. Exemplary science research projects will be entered into state and national competitions (e.g. Intel).

## 27Q309 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	638	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				25
Types and Number of Special Classes (2014-15)				
# Visual Arts	19	# Music	8	# Drama
# Foreign Language	13	# Dance	N/A	# CTE
				2
School Composition (2013-14)				
% Title I Population	71.4%	% Attendance Rate		86.9%
% Free Lunch	74.0%	% Reduced Lunch		5.4%
% Limited English Proficient	9.2%	% Students with Disabilities		16.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.4%	% Black or African American		48.7%
% Hispanic or Latino	38.4%	% Asian or Native Hawaiian/Pacific Islander		8.2%
% White	2.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		15.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		5.46
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.8%	Mathematics Performance at levels 3 & 4		5.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		25.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	53.0%	Mathematics Performance at levels 3 & 4		48.7%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	80.5%	% of 2nd year students who earned 10+ credits		68.0%
% of 3rd year students who earned 10+ credits	75.5%	4 Year Graduation Rate		58.9%
6 Year Graduation Rate	83.3%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, 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 compared to 30% last year.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Implementation of Achieve 3000	High, Medium, and Low level learners	September 2015-June 2016	Administration and ESL Department

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
School-based teams, parent leaders, and Title III funding											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We utilize mid-year grade wide assessments
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

We are still awaiting data from our school based environmental survey

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Continue to work on a college going culture. By June 2016, we would like to see a 50% decrease in the number of suspensions.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
Continue to work with outside School based organizations	All students	September 2015-June 2016	Administration team and guidance team

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administrators, Deans, Guidance Counselors, and Teachers

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Quarterly safety/incident reports will be run.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our school teams are our strength as per the Quality Review.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will double the number of team meetings

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
We will leverage the 80 minutes on Monday after school to conduct team meetings	CPT and Vertical Teams	September 2015- June 2016	Team Leaders

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administrative teams and the Inquiry team along with circular 6 and per-session.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Minutes from team meeting will be collect on a regular basis

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>
We are still awaiting teacher, parent, and student surveys

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
TBD

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
TBD			

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Quality Review shows that we must improve on communication

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we should increase our Quality Review rating from proficient to well developed.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>We will expand the amount of time dedicated on Tuesday’s afternoon for parental engagement from 40 to 60 minutes</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator</p>
<p>Increase the number of Parent workshops and orientations</p>	<p>Parents</p>	<p>September 2015-2016</p>	<p>Parent Coordinator, SLT, and PTA president</p>
<p> </p>	<p> </p>	<p> </p>	<p> </p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The 1% of Title I funding will be used to support this endeavor											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>	X	<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teacher log sheets and parent sign in sheets will be collected on a regular basis.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Periodic and state assessment data	Rx for success program	Small group	During and after school
<b>Mathematics</b>	Periodic and state assessment data	Rx for success program	Small group	During and after school
<b>Science</b>	Periodic and state assessment data	Rx for success program	Small group	During and after school
<b>Social Studies</b>	Periodic and state assessment data	Rx for success program	Small group	During and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>				

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. 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. Tax Levy and Title I funding will be used to provide additional professional development that will allow our teachers to provide differentiated instruction according to their student's 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. We continue to use the systems we have in place in order to maintain a college going culture that would allow us to retain our currently hired teacher. We continue to use the designated time on Mondays and Tuesday in order to provide our teachers with on-going professional development and support.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development is provided by Teacher's College. The strategies and activities include whole faculty, small learning communities, inter-visitations, offsite workshops

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	288,169.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,915,551.00		

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and

advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

**Parent Involvement Policy (PIP)**

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 the school. **[Academy of Medical Technology]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;

The 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;
- 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.

### **School-Parent Compact (SPC)**

**[Academy of Medical Technology]** , 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 on assessments.

#### **I. School Responsibilities:**

*Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Academy of Medical Technology</u>	DBN: <u>27Q309</u>
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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>74</u>
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: <u>5</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>3</u>

## 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:           This year we will be addressing the needs of our growing middle school population by implementing an afterschool film program. We will use age appropriate, content related films to build up students' background knowledge in ELA, as well as to increase students' overall understanding of American Culture and history. Students will participate in a variety of class discussions and activities surrounding selected films. This program will focus on aquainting students with both basic vocabulary and phrases (for newcomers) as well as ELA related vocabulary and concepts for students taking the State ELA exam in the spring. For example, students will learn about the concept of a plot diagram and literary elements such as setting, characterization, tone and theme. In addition students will gain knowledge of the English language in preparation for the NYSESLAT. For example, students will have practice listening to extended passages and movie clips in English and responding to these clips in English. Students will also receive practice responding to visuals in writing.

- The grade levels served in the is program will be 6th, 7th, and 8th. There will be two subgroups; beginners/newcomers and ELL's taking the middle school State ELA test.

- This program will meet twice a month after school from 2pm till 4pm. There will be a total of 10 sessions.

- The language of instruction will be English with Spanish and Arabic supports as necessary.

- This program will require one certified ESL teacher

- Materials will include use of a working Smartboard, copies of selected films, ESL dictionaries, and general classroom materials.

- There will be approximately 34 students invited to this program.

- Additionally, we have identified the need to support our High School population in passing their required Regents Exams. According to the data, our students have the most trouble passing the Global Studies and U.S. History Regents'. Therefor, we will be implementing an afterschool program at the High School level which will target ESL students struggling in Global Studies, U.S. History and Living Environment. As ESL teachers we can attest to the fact that this population often lacks relevent background knowledge in regard to both Global and American history. Therefor, this program's goal is to help build students' background knowledge in these two subjects, and in so doing, give them the tools necessary to succeed in the classroom and on their required Regents' exams.

In addition, we will be targeting the Living Environment Regents, as all high school students must pass at least one Science Regents to graduate.

Additionally, One ESL teacher will lead a NYSESLAT review to prepare students for this exam in the spring. Students will have practice responding to listening passages, answering oral questions, answering multiple choice questions, and analyzing photos and charts in writing.

- Grade levels to be served with this program will be 9th, 10th, 11th and 12th graders taking either Global Studies or U.S. History, Living Environment and/or Earth Science. There will be approximately 41 students invited to this program; 18 students for Global Studies, 5 students for U.S. History, 13 students

### Part B: Direct Instruction Supplemental Program Information

for Earth Science, and 5 students for Living Environment.

The Social Studies program will meet one time per week for one hour with a total of 23 sessions.

The Science program will meet one time per week for one hour with a total of 23 sessions.

The NYSESLAT program will meet one time per week for one hour with a total of 23 session

The primary language of instruction will be English with supports in Spanish, French Creole, and Arabic as needed.

This program will include two certified ESL teachers as well as one Certified Global Studies teacher, one Certified U.S. History teacher, and one certified Living Environment teacher.

Materials: Working Smartboards, Global Studies, and U.S. History primary source documents in English as well as Students' native language for support. Living Environment materials including modified Living Environment readers and glossaries in students' L1.

### 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: Professional development will be provided to assist content teachers in creating scaffolded but meaningful academic support lessons. ESL strategies will be introduced to content teachers and ESL teachers will work with content teachers to design Content Based ESL lessons for use in the afterschool program. Lessons will include multiple entry points for diverse learners so that lessons are accessible to all students.

- One Global Studies teacher, one U.S. History teacher, and one Living Environment teacher will receive professional development from one ESL teacher. These teachers will receive 2 hours of training prior to the start of the program.

- Professional Development will include lesson planning with modifications for ELLs, formal and informal assessments of student progress, as well as introduction of writing and reading activities to expedite comprehension for language learners.

Teachers will meet for a total of 5 sessions of two-hour per session. 2 sessions will be front loaded during the fall semester with the remaining session occurring in the spring semester. Sessions will be focused on examining ELL student work and identifying specific areas for improvement. ESL teachers will provide instructional strategies to address these specific needs.

### 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 is an integral piece of the educational process. Parents of ESL students will be invited to attend our Parental Engagement program. During this time parents will be acquainted with the school calendar and will have the opportunity to create

**Part D: Parental Engagement Activities**

their own school calendars for use in their homes. In addition, parents will receive valuable information regarding the Common Core Standards and requirements for graduation, so that they may support their children in succeeding in their academics and moving towards graduation.

This program will include 2 ESL teachers (one of which is biligual in Spanish and English)

There will be a total of 5 one hour sessions

\$156 will be allocated for refreshments.

The ESL Coordinator will collaborate with the Guidance Councilors to notify families about the program in their home language through written letters/ flyers.

-

**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"> <li>Per session</li> <li>Per diem</li> </ul>	<u>10,044.00</u>	<u>Middle School: Intro to English and American Culture Through Film Program: One ESL teacher will provide instruction for Middle School ELLs two days a month afterschool for 2 hours a session, for a total of 20 hours of per session equalling \$1030</u> <u>High School: Regents Preperation program</u> <u>Two ESL Teachers, one Global Studies teacher, one U.S. History teacher, and one Living Environment and/or Earth Science teacher will provide instruction afterschool once a week for one hour, with a total of 23 sessions, equaling 5,924 dollars in per session. In addition, 10 hours of per session will be allotted for professional development of all staff involved in the program. The Parent's workshop will involve \$515 in per session as well.</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>_____</u>	<u>High quality professional development for all staff involved in the programs including periodic lesson planning and coloboration.</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> </ul>	<u>1,000</u>	<u>Language support materials for Global Studies, U.S. History, and Living Environment. (Spanish and Haitan Creole) Selected films for Middle School film program with supplemental activities.</u>

**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.
<ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	<u>      </u>	<u>      </u>
Travel	<u>      </u>	<u>      </u>
Other	<u>156.00</u>	<u>refreshments for parents</u>
<b>TOTAL</b>	<b><u>11,200</u></b>	<u>      </u>

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

**A. School Information**

District <b>27</b>	Borough <b>Queens</b>	School Number <b>309</b>
School Name <b>Academy of Medical Technology</b>		

**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 ENL teacher, and one parent.

Principal <b>William Johnson</b>	Assistant Principal <b>Kenneth Chojnacki</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Andrea Remmert</b>	School Counselor <b>Linette Matos</b>
Teacher/Subject Area <b>Leslie Feliciano/ ESL</b>	Parent <b>type here</b>
Teacher/Subject Area	Parent Coordinator <b>Kimberely Perez</b>
Related-Service Provider	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Michael Prayor</b>	Other (Name and Title) <b>type here</b>

**C. Teacher Qualifications**

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 ENL teachers currently teaching in the ENL program	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>630</b>	Total number of ELLs	<b>80</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input 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"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	80	<b>Newcomers</b> (ELLs receiving service 0-3 years)	59	<b>ELL Students with Disabilities</b>	8
<b>SIFE</b>	23	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	15	<b>Long-Term</b> (ELLs receiving service 7 or more years)	6

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	59	18	4	15	4	2	6	1	2	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New 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							10	14	6	12	7	3	5	0
Chinese														0
Russian											1			0
Bengali														0
Urdu								1						0
Arabic							8	3	2		1			0
Haitian										1		2		0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									2	1	1			0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							8	4	3	5	3	1		0
<b>Emerging</b> (Low Intermediate)							1	4	3	4	1		2	0
<b>Transitioning</b> (High Intermediate)							1	2	1	1	1	1		0
<b>Expanding</b> (Advanced)							8	8	2	5	4	3	2	0
<b>Commanding</b> (Proficient)								1	1	1	5	3		0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													2	0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total								1	4	2	5	8		0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	16	1	1		0
7	6				0
8	3	1			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6		15	2				1		0
7	3	2	3						0
8	2		2						0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	13	0	8	0
Integrated Algebra/CC Algebra	12	6	6	0
Geometry/CC Algebra	3	0	2	0
Algebra 2/Trigonometry	1	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	8	0	0	0
Living Environment	13	2	4	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	10	4	2	1
Geography	0	0	0	0
US History and Government	7	3	1	0
LOTE	7	0	7	0
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 The assessments tools utilized by the school include the NYSITELL, SPANISH LAB, NYSESLAT, and Fountas and Pinell Running Records. In addition, the DRP is administered at the middle school level as prescribed by the Middle School Quality Initiative (MSQI). Finally, Achieve 3000 is utilized to assess the lexile levels of all ELLs. The Data reveals that the vast majority of students begin their academic careers at the "entering" level. Data also shows that the majority of our students read & write at relatively basic levels in their first language and/or come in with a lack of the academic exposure necessary to perform at grade level. Consequently, they have a limited amount of academic skills to transfer from their L1. Therefore, when preparing lesson plans and units of study we focus on developing students' foundational literacy skills as well as increasing academic vocabulary. Additionally, these assessments assist with the programming process so that ENL teachers can be programmed strategically to the classrooms with the highest need of support.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Data patterns on the NYSITELL 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 NYSITELL & 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.
- 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 performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Entering and Emerging ELLs score lower than their native speaker counterparts on exams taken in English, while Transitioning and expanding 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 heterogenous 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Not Applicable We do not utilize a Response to Intervention framework as we are a 6-12 school.

6. How do you make sure that a student's new 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 target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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 heterogenous 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The identification of English Language Learners (ELL's) occurs when newly enrolled students enter the school. Families are first greeted by our parent coordinator Ms. Kimerly Perez who is bilingual in both Spanish and English. After meeting with Ms Perez families are administered the Home Language Identification Survey (HLIS) by Ms. Remmert, a certified ESL teacher and ESL Coordinator, upon

registration. If she is unavailable then either Ms. Feliciano a certified ESL teacher or Ms. Matos a certified guidance counselor, will provide and help complete this form. The HLIS will be provided in the parent's language of preference whenever possible. In addition, we are staffed with several bilingual teachers who translate for parents in languages that include Spanish by Mrs. Feliciano, Ms. Perez, Ms. Murphy, Mr. Gomez, Ms. Vasquez, and Mrs. Chavez. Chinese translation is provided by Mr. and Mrs. Lin, Greek by Mr. Tsatsis. In addition DOE translation services may be utilized for lower incidence languages. 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 NYSITEL assessment. Administration of the NYSITEL takes place within 10 days of admission into our school. NYSITEL administration is completed by either Ms. Remmert or Mrs. Feliciano both of whom are certified ESL teachers. 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 which is provided by our Pupil personal secretary Laura Roughan.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During the HLIS interview families are asked detailed questions regarding their child's educational history in their native country. Based on this interview, the student's transcript, and the results of the NYSITEL, either Mrs. Feliciano or Ms. Remmert will determine if the student is eligible to be tested for SIFE status. If it is determined that the student may be SIFE, they are administered the SIFE questionnaire by one of our certified ESL teachers.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

At the beginning of every school year, the ESL team of teachers and ESL coordinator - Ms. Feliciano, Ms. Remmert 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. 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. Perez, 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 how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITEL is scanned and score is determined.

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 to 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 for placement.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed of their right to appeal by during the parent orientation by one of our bilingual pedagogues. Namely, Mrs. Feliciano, Mrs. Murphy, Mrs. Vasquez, or Mr. Gomez. Copies of all paperwork are filed in the dedicated ESL binder

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

After conducting the Parent Survey this year we have found 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

A log is kept for all incoming students. The log is kept by our Parent Coordinator Kimberly Perez who will keep a record of which families have returned the required forms. She will reach out to any families who have not returned their surveys or program selection forms. For families who choose either dual language or bilingual programs, our guidance councilor Mrs. Matos will research available programs in the area. Once forms have been returned they are given to our Pupil Personnel secretary Laura Roughan who will enter all pertinent information including the student's home language. If the form is not returned the student will default to a bilingual education program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Parent survey forms will be monitored by our Parent Coordinator Ms. Perez. Ms. Perez will keep a detailed log of returned forms and will reach out to any families who have not returned the form.

9. Describe how your school ensures that placement parent notification letters are distributed.

Our ESL Coordinator Andrea Remmert will generate and distribute placement parent notification letters. A checklist of all students and returned forms is also kept.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All HLIS and entitlement letters are returned to Mrs. Remmert our ESL Coordinator, and kept in an ESL Compliance binder. A copy is also kept in the students cumulative folder.

11. 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.

First Mrs. Roughan prints out the RLAT report of all eligible students and gives this report to Mrs. Remmert the ESL Coordinator. When materials arrive Mrs. Remmert checks the testing materials against the RLAT report to ensure that the correct amount of each booklet was sent. Our ESL coordinator Mrs. Remmert then makes a schedule for the speaking portion of the exam to ensure that neither ENL teacher is testing their own students. The additional sections of the NYSESLAT is administered by our certified ESL teachers Mrs. Remmert and Mrs. Feliciano. If necessary there are two additional special education teachers who may be used to proctor as well to ensure that the test is administered to all grades within the ten day window. Make up dates will be scheduled for students who are absent during testing.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Continued entitlement and transitional support letters will be generated and distributed by our ESL Coordinator Andrea Remmert.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Approximately 95% of families within the past few years have chosen ENL/ESL as their first choice. A small percentage of families have chosen transitional bilingual programs at which point the Guidance Councilor Lintette Matos researches program options with the family as we do not have a high enough percentage of requests to provide a bilingual program on site.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

The organizational models we utilize are push-in and Freestanding classes. All entering and emerging level students receive freestanding ESL classes provided by a certified ESL teacher. In addition, certified ESL teachers are strategically placed in all integrated ELA/ENL classes. ENL teachers co-teach with the general education teacher to scaffold, differentiate and deliver instruction through a collaborative push-in model. In addition, Regents level social studies classes also receive ENL support through a push-in coteaching model. Grouping for Push-Ins is always heterogenous and is consistent across all grade levels.
  - b. TBE program. *If applicable.*

Paste response to questions here:
  - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All ELL students are being served the appropriate amount of ESL minutes according to CR Part 154. Entering and emerging students at the middle school level are receiving 360 minutes per week, and 540 minutes a week at the high school level. At the transitional and expanding level students receive 180 minutes a week. Students at the Commanding level receive 90 minutes a week. For entering and emerging students the minutes are filled through a mix of freestanding ENL classes and ELA push ins. For the transitioning, expanding, and commanding students minutes are filled through integrated ELA and Social Studies push-ins.
3. Describe how core content is delivered in each program model. 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, students are provided with native language support through the use of bilingual dictionaries and glossaries. In addition, 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, extensive visual aides are included and vocabulary is pre-taught to accommodate Language Learners. Through SMARTboards, teachers include various forms of 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.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The ESL coordinator and ESL teachers work very closely with the testing coordinator 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 predictor of the possible transfer of language skills our students may achieve. To this end, we have implemented a Native Language Arts course in Spanish for entering and emerging students at the middle school level.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The four modalities of language are assessed periodically through modified assessments across the content areas as well as in our freestanding ENL classes. In addition, all ELLs are assessed with achieve 3,000 to track their lexical levels throughout the year. All Language Learners also make ENL MOSL to assess benchmark levels as well as periodic levels throughout the year. Finally, all ELLs are administered the NYSESLAT each spring to track their annual growth.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

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.

8. 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?

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. 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. An ENL teacher is present at all IEP meetings for ELLs. 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. In terms of materials, ENL teachers use graphic novels to accelerate language development in ENL and ELA classes. All teachers are also provided with a range of content related graphic organizers to

assists ELL-SWDs within throughout the subjects. In addition, our ENL lab has been supplied with an updated SMART Board as well as a class set of iPads for instructional use. All teacher materials are aligned to the DOE's Common Core Standards.

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

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. This school year we have had a vast growth in newcomers at our school. Therefore we feel the need to create a newcomers after school program to help accommodate these students and reinforce the basic skills that they need in order to succeed at the Academy of Medical Technology. This English as a Second Language (ESL) Newcomer Program is designed to provide learning opportunities in the English language and the American culture for students in grades 6 through 12 who are identified as Newcomer English Language Learners. It is created to meet the needs of such students. Learning to speak, read and comprehend spoken and written English is crucial for newcomers to the American education experience.

The program will focus on the most basic of language skills, such as:

- Phonics/ Decoding
- Basic Vocabulary- such as family members, weather, numbers, etc.
- Speaking skills- How to introduce themselves, asking for directions, etc.
- NYSESLAT Test Prep
- Sociocultural & linguistic interaction through hands-on explorations

Students come to classrooms with different interests and varying intelligences and learning styles. Instructional activities and assessments should reflect these needs. Basing instruction on meaningful communicative tasks motivates students to learn a second language. The teacher's role is to facilitate genuine interaction among students through classroom activities that are embedded in authentic real-life contexts.

For direct instruction, our expenditure is 1 teacher x 3 hours x 15 sessions x \$41.98 = \$1,892.10. To this end, AMT is proposing to use Title III allocations to fund a Newcomers Program. It will commence on February 6, 2014 until May 29, 2014

- Approximately 20 students who have been identified as beginner ELL's in both Middle and High School, have been selected to participate in this program.
- Sessions will meet every Thursday for direct classroom instruction from 2pm until 4pm.
- One additional hour will be allocated for the teacher to prepare lesson.
- Hands-on explorations will be scheduled to complement the classroom lessons, as well as, reinforce and facilitate genuine social and linguistic interaction.
- Materials: General classroom supplies, NYSESLAT Test Prep Books, board games such as Scrabble to reinforce vocabulary and spelling skills, technology (such as iPads, and Smartboard), internet access, admission and transportation fees.
- One certified ESL teacher

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

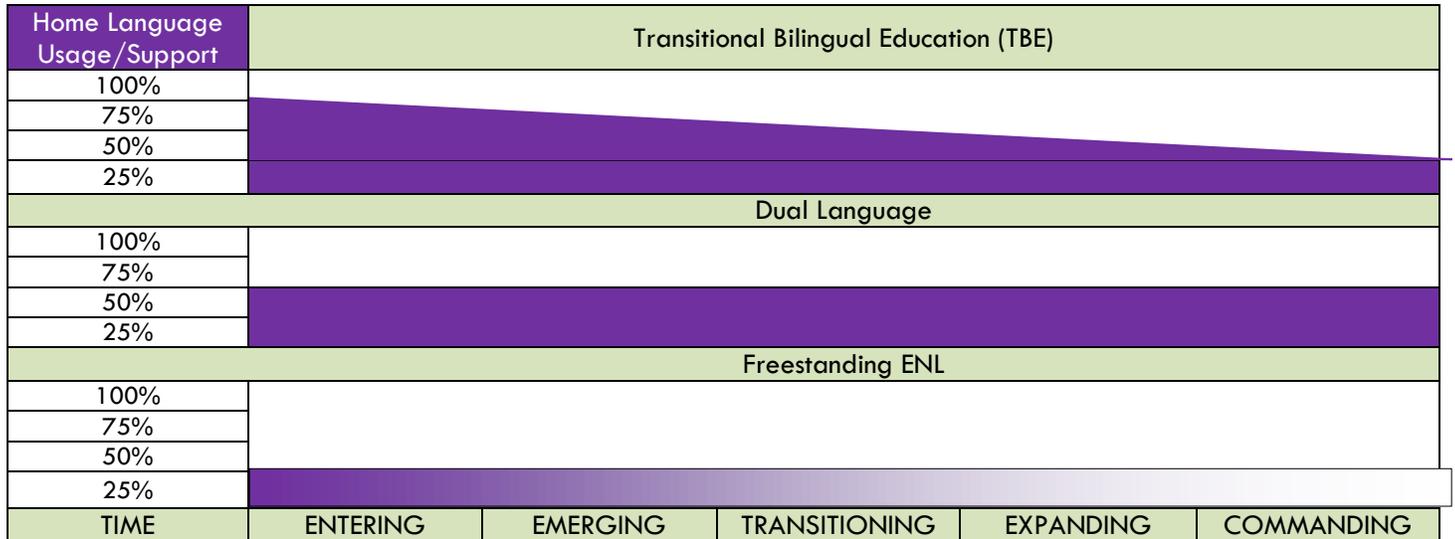


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. 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 heterogenous 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. In addition, we provide additional content support through our Title III, Regents preparation program where we target specific Regents classes that students need to graduate.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. 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 Quijote" 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
13. What programs/services for ELLs will be discontinued and why?  
Currently, there aren't any plans to discontinue any programs for ELLs.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 accessibility. 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Paste response to question here:
17. Explain how the school ensures all required services/resources support and 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Our activities are culturally sensitive and inclusive of all. Our Saturday Academy, AIS, food drives, guitar club, etc. are made available and accessible to all ELLs. We also conduct field trips that compliment academic instruction and exposes our students to various settings and environments. Furthermore, we coordinate assemblies and cultural feasts to expose them to American customs and traditions; as we also include and celebrate or acknowledge their customs and celebrations. In fact, Thanksgiving is one of the perfect opportunities we take to implement a food drive and a feast. Our lessons are the stage for the activities and we include subjects such as social studies (history), math (counting donations, paying for meals), English (reading primary and secondary sources, and writing about the content as well as our experience). 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.

19. What language electives are offered to ELLs?

This year we offer Spanish as a LOTE. Every student, regardless of linguistic ability or ethnical 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.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Professional Development is provided to the entire teaching staff by members of the ESL department. During PD staff members are shown specific ESL strategies to use in their classrooms, such as pre-teaching vocabulary, and chunking of extensive texts. PD will also include intervisitations where teachers of ELLs will have the opportunity to visit ENL classrooms and observe ENL strategies in action. Follow up PD sessions will be given to ensure that teachers are utilizing ENL strategies successfully.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Our ENL teachers participate in a variety of network provided PDs. This allows ENL teachers to select the PD topics that best suit their specific needs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our guidance councilors participate in a variety of network provided PDs. This allows the Guidance councilors to select the PD topics that best suit the specific needs of their population.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
PD's will meet approximately once every six weeks and engage in an inquiry cycle to observe the effectiveness of strategies used in the classroom. Records of all PD activities will be kept as evidence of attendance and topics covered.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
ENL teachers systematically schedule meetings with all ELL parent/ guardians. All meetings are conducted by members of our LPT whom are familiar with the specific needs of each student. During conferences topics discussed include the student's language development across the content areas as well as their language proficiency assessment results. In addition, program goals are discussed in regard to each student. Spanish translation will be provided by either Mrs. Feliciano or Mrs. Perez. Translation for other languages will be provided through use of the DOE translation services.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
The list of eligible students is generated by our Pupil Personel secretary. A checklist is created to ensure that all parents are met with. A record of all meetings in kept in designated ESL binder in a central location.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Parent involvement is first established at the start of each school year with our Parent Orientation. Further involvement is fostered through our individual parent meetings as well as through our Title III parent outreach workshop series in the spring where families are made aware of the specific promotion and graduation criteria for students. Spanish translation is made available by either Mrs. Feliciano or Mr. Gomez during parent workshops. In addition, all handouts are available in multiple languages including French, Haitian Creole, and Arabic.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Paste response to question here:
5. How do you evaluate the needs of the parents?  
Paste response to question here:
6. How do your parental involvement activities address the needs of the parents?  
Parent involvement activities address the needs of parents by aquianting them with the unique promotion and graduation criteria for New York State. Parents also complete a short survey at the end of each school year so that we can assess their existing knowledge of NYS requirements and the Common Core Standards. Future workshops are informed by the results of the survey. In addition, all written materials are made available in Spanish along with Spanish translation of all oral information.

#### **D. Additional Information**

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

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01