2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 27Q309
School Name: ACADEMY OF MEDICAL TECHNOLOGY: A COLLEGE BOARD SCHOOL
Principal: WILLIAM JOHNSON
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Academy of Medical Technology  
School Number (DBN): 27Q309

Beds Code: 342700011309

Grades Served: 6-12

School Address: 8-21 Bay 25th Street

School Contact Person: Angela Menendez  
Email Address: AMenendez@schools.nyc.gov

Principal: William Johnson

UFT Chapter Leader: Raymond Maioran

Parents’ Association President: Celina Fantuzzi

SLT Chairperson: Thomas Raggazi

Title I Parent Representative (or Parent Advisory Council Chairperson): Monica MaltexDe Sazo

Student Representative(s): Ayomide Ogundele

Autumn Rosenberg

NA

CBO Representative: NA

District Information

Geographical District: 27  
Superintendent: Juan Mendez

30-48 Linden Place

Flushing, NY 11354

Superintendent’s Office Address: JMendez2@schools.nyc.gov

Superintendent’s Email Address: 718-281-7577 718-281-7690

Phone Number: 718-281-7577 718-281-7690

Fax: 718-281-7690
<table>
<thead>
<tr>
<th>Queens</th>
<th>Executive Director: Marlene Wilks</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td></td>
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<tr>
<td>Executive Director’s Office Address:</td>
<td>8201 Rockaway BLVD</td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:MWilks@schools.nyc.gov">MWilks@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(917) 520-6743</td>
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<tr>
<td>Fax:</td>
<td>718642-5868</td>
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</table>
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 School Comprehensive Educational Plan (SCEP) 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 and Family Engagement Policy 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 SCEP, 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Johnson</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Raymond Maiorana</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Celina Fantuzzi</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
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<tr>
<td>Monica MaltezDe Sazo</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td>Ayomide Ogundele</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Autumn Rosenberg</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Jaqueline Guevara Arias</td>
<td>Parent Member</td>
<td></td>
</tr>
<tr>
<td>Robin Diamond</td>
<td>UFT Member</td>
<td></td>
</tr>
<tr>
<td>Thomas Ragazzi</td>
<td>UFT Member</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 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.

The Six Elements of the Framework for Great Schools

| 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. |
| Supportive Environment: 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. |

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

• **Step 7:** 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: SCEP Overview

1. What is your school’s mission statement?

The mission of the Academy of Medical Technology is to provide students with a rigorous course of study focused on a future in health care professions. Students are supported by a highly qualified staff, keenly focused on success. We seek to educate the whole student by supporting both academic as well as socio-emotional needs. We stress college and career readiness from grades 6-12. All students at AMT know that college and a quality career are the final goals. Our students come from some of the most diverse areas in New York City and we celebrate as a community of learners. Our school offers students a dynamic learning environment that caters to diverse needs. At the Academy of Medical Technology, all students learn.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Academy of Medical Technology (AMT) serves grades 6 to 12 in Community School District 27 (CSD 27) in Far Rockaway, Queens. CSD 27 is the largest geographical district in New York City. AMT is a Title 1 school. The school population is comprised of 44% Black, 42% Hispanic, 4% White, and 6% Asian students. The student body includes 18% English Language learners and 15% students with disabilities.

Student voice is heard through our nationally recognized chapter of HOSA (Health Occupations Students of America). Through HOSA student leaders are developed and supported. Our best and brightest compete in state and national competitions based around health care professions. Our students have won several state medals often ranking 1st in the state. We challenge our students to succeed not only academically but also as future members of the health care community. We have expanded the HOSA membership to include our middle school students as Jr. HOSA candidates. At AMT we feel it is never too early to get involved.

To support the career goals of our student body we partner with St. John's Episcopal to provide students with internship opportunities throughout the hospital. Through this program students serve in several capacities throughout the hospital. Students learn true practical skills directly from health care clinicians. Students leave us with a true feeling for what it means to be gainfully employed. We strive to give students the broadest cross-section experiences that health care professionals can impart.

Our "Medical Scholars Program" is a partnership with Plaza College that gives our students the opportunity to attend Plaza College as full college students, while obtaining free college credits. Our joint articulation program allows students to continue at Plaza beyond graduation to receive an Associates degree within one year (five year associated degree path). Students who enter this program finish with their associates degree and a "Medical Assisting" license through the New York State Office of Professions.

To further our students on the path to college and career readiness we also partner with Mercy College in offering an additional 24 credits of college level study. Students have an opportunity to earn college credit from sophomore through senior year and beyond.
To support the social needs of our students and families AMT has partnered with several community organizations to expand learning opportunities beyond our classrooms. We work very closely with our on-campus health center funded through Northwell Health in providing our students and families with a wide variety of health care solutions. Our campus is also a member of the Community Learning Schools initiative (CLS) to further support our students and families in meeting their health, educational and wellness needs. Some of our popular adult programs include IC3 computer training, weekly Zumba classes as well as a variety of seminars on important topics like financial literacy.

The AMT community continually works to recruit and bring in families as part of the educational vision for our school. As part of the endeavor we have added special Saturday programming for families, special presentations from a variety of interest groups and seminars to help our parents and families grow.

Our other community partners include:

- Community Meditations Services (CMS): Middle School after school program
- STARTRAK: Queens District Attorney early intervention program
- New York Blood Center
- New York Partnership for Parks
- New York City Public Library

3. Describe any special student populations and what their specific needs are.

As a community where at least 70% of families receive free lunch and one still dealing with the impact of "Super Storm Sandy" our students and families often need support and guidance in meeting basic needs. AMT partners with numerous local agencies and political offices to support our students and families. As a schools in Far Rockaway New York we serve a broad and diverse student population including those with disabilities as well as language acquisition needs. Our students range from those whose families have lived in the community for generations, to those who have only come to the United States recently. All are welcome at AMT. We support diverse learners in language acquisition as well as development of literacy skills.

4. Identify 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.

Over the past year we have made great strides in strengthening "Rigorous Instruction". With the support of the our ENL teachers students showed success in moving at least one proficiency level rating on a least one fo the two sections of the NYSESLAT. This success prompted a change of our "Rigorous Instruction" goal to focus on challenging students to deepen and extend their writing skills across all content areas.
### School Demographics and Accountability Snapshot for 27Q309

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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<tbody>
<tr>
<td>06.07.08.09.10.11.12</td>
<td>639</td>
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#### English Language Learner Programs (2018-19)

<table>
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<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
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<tr>
<td>N/A</td>
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#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
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<tr>
<td>1</td>
<td>14</td>
<td>2</td>
<td>14</td>
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#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
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<tbody>
<tr>
<td>12</td>
<td>6</td>
<td></td>
<td>2</td>
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</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
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</thead>
<tbody>
<tr>
<td>79.0%</td>
<td>87.4%</td>
<td>17.2%</td>
<td>15.8%</td>
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</tbody>
</table>

#### Racial/Ethnic Origin (2017-18)

- % American Indian or Alaska Native: 2.3%
- % Black or African American: 43.2%
- % Hispanic or Latino: 43.7%
- % Asian or Native Hawaiian/Pacific Islander: 3.3%
- % White: 3.9%
- % Multi-Racial: 3.0%

#### Personnel (2015-16)

- Years Principal Assigned to School: 2.88
- # of Assistant Principals: 4

#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>30.0%</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
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<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>N/A</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
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<tr>
<td>14%</td>
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<td>6.4%</td>
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</table>

#### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>78%</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>71%</td>
<td>US History Performance at Levels 3 &amp; 4</td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
<td>72.5%</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
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<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>3.3%</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
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<tr>
<td>13%</td>
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<td>76.0%</td>
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#### Overall NYSED Accountability Status (2018-19)

- Reward Recognition: N/A
- In Good Standing: No
- Student Performance for Elementary and Middle Schools: Local Assistance Plan: No
- Focus District: Yes
- Priority School: Yes
- Focus Subgroups: Hispanic
- Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School

- 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

##### High School

- American Indian or Alaska Native: N/A
- Black or African American: N/A
- Hispanic or Latino: YES
- 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

- American Indian or Alaska Native: N/A
- Black or African American: N/A
- Hispanic or Latino: YES
- 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
| Economically Disadvantaged | YES | ALL STUDENTS | YES |
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. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
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<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
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<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in</td>
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<tr>
<td>the appropriate box indicating SOP(s) addressed in this action plan.</td>
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<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of</td>
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<tr>
<td>rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards</td>
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<tr>
<td>(CCLS) that is monitored and adapted to meet the needs of students.</td>
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<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction</td>
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<tr>
<td>(DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and</td>
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<td>address student achievement needs.</td>
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<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner</td>
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<td>within and across all grades and subjects to create interdisciplinary curricula targeting the</td>
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<td>arts, technology, and other enrichment opportunities.</td>
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<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments</td>
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<td>for strategic short and long-range curriculum planning that involves student reflection,</td>
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<tr>
<td>tracking of, and ownership of learning.</td>
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</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our 2018-19 school-wide goals are based on data from our most recent Quality Review as well as feedback from superintendents observations and feedback "Student writing needs to be infused and evident in all classrooms and across all content areas"

Strengths

- Middle School Quality Initiative (MSQI) supports including "WordGen" program in the middle school. Program supports the development of argumentative writing skills as well as mastery of tier 2 vocabulary words.

- Middle School Quality Initiative (MSQI) supports; addition of tiered literacy supports for all middle school students including enrichment opportunities to challenge on grade level readers and writers.

- English Language Arts Regents data shows the highest average first administration score for all Regents administered by the school.
Priority Needs

● Observations and feedback from interest groups identify the need for a wider range of activities and engagement for diverse writers across all content areas.

● Writing is an inconsistent expectation in non English Language Arts classrooms.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 there will be an increase of 30% in the occurrences of content aligned writing tasks in all content as measured by a survey of lesson plans within each content team.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Description</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel What is the start and end date? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of Common Planning Time to support development of tasks. (SOP 3.2)</td>
<td>Teachers</td>
<td>September 2018-June 2019 (Weekly)</td>
<td>Administration, Teachers</td>
</tr>
<tr>
<td>Word Generation. Supports the development and growth of argumentative writing skills.</td>
<td>Middle School Students</td>
<td>September 2018-June 2019 (Weekly)</td>
<td>Administration, Teachers</td>
</tr>
<tr>
<td>Scaffolds aligned to promote and support Specifically Designed Instruction (SDI) to assure all students achieve writing mastery. (SOP 3.2)</td>
<td>SWD/ELL</td>
<td>September 2018-June 2019 (Weekly)</td>
<td>Administration, Teachers ENL Department, ISS Department</td>
</tr>
<tr>
<td>Translated and Leveled Book (Fontas and Pinnell) to support providing all student appropriate access points to engage with non fiction and fiction texts to support evidenced based writing across content areas. (SOP 3.2)</td>
<td>SWD/ELL</td>
<td>September 2018-June 2019 (Monthly)</td>
<td>Administration, ENL Department, Literacy Teacher.</td>
</tr>
<tr>
<td>Professional development to support staff tools for developing and revising content based writing tasks. (SOP 3.3)</td>
<td>Teachers</td>
<td>September 2018-June 2019 (Three times annual)</td>
<td>Administration</td>
</tr>
<tr>
<td>Common Planning time with cooperating teachers to support specific ELL/ISS strategies. (SOP 3.3)</td>
<td>Teachers</td>
<td>September 2018-June 2019 (Weekly)</td>
<td>Administration, Teachers ENL Department, ISS Department</td>
</tr>
<tr>
<td>MSQI &quot;WordGen&quot; to build vocabulary words (Tier II) (SOP 3.4)</td>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>
### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We provide substantial supports in making parents knowledgeable about what the classroom expectations are for all subject areas across all grade levels. We continue to offer information sessions to broaden family’s knowledge of not only our classrooms but also in terms of child development. The support meetings will occur two times a month, once on weekday evening once on a weekend.

We will continue to use various forms of electronic communication to further engage families including material translated to support students and families who have yet to master English. Additionally, we have hired Coop students who are fluent in languages most prevalent in our families homes.

### 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.

Teacher resources including technology (iPads, Laptops), student resources including non fiction and fiction reading material. General supplies to support instructions. As well as admission to cultural events and teacher professional development. Funds will be used to pay for per session and per diem for staff.

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

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<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
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#### 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.

By February 2019 there will be an increase of 15% in the occurrences of content-aligned writing tasks in all content as measured by a survey of lesson plans within each content team.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Use of a school-developed benchmarks aligned to the English Language Learner Periodic Assessment.

**Part 5c.** In February 2019, 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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>✗</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>✗</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>✗</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>✗</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   Strengths
   • At AMT we place a high value on our school culture and the fact that our students, families and parents feel safe as evidenced by our Learning Environment scores. We in still a sense of pride in being a member of the AMT family. We support our students growth socially, emotionally as well as academically. We retain nearly 80% of our 8th grade graduates (into 9th grade) because of our quality of instruction and strong sense of community. Rated "Well Developed" in providing a supportive learning environment.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   Priority Needs
   • Decrease in the inconsistency of our attendance rate. and increase in our attendance rate.

Our 2018-19 school-wide goals are based on a review of our attendance data. Our students did not reach a 90% attendance rate.
## Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019 there will be a 90% attendance rate across the school grades 6th-12th as calculated across term 1 and 2 of the 2018-2019 school year as measured by ATS attendance reports.
### Part 3a – Action Plan

#### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
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</table>

| Positive behavioral supports including extended learning time focused on physical education, arts and technology. This includes a morning gym program and after school swimming. (SOP 5.2) | All students | September 2018-June 2019 | Administration, Guidance, Deans office. |
| Additions to high school clubs and student organizations such as HOSA, SADD and Student Government. (SOP 5.3) | All Students | September 2018-June 2019 | Administration, Guidance, COSA. |
| Student leadership groups such as Health Occupations Students of America, Students Against Destructive Decision-making and Blood Drive to support positive school culture. (SOP 5.3) | Student leaders | September 2018-June 2019 | Administration, Guidance, Deans office. |
| Teacher advisers for high school students will track average attendance rate and provide support for students in the 80-89% range. (SOP 5.5) | All high school students | September 2018-June 2019 | Administration |
| High School student mentoring program (Mentors for middle school students) including peer mediation and early intervention counseling. (SOP 5.4) | Middle School and High School Students | September 2018-June 2019 | Administration, Guidance, Deans office. |
| Increase parent involvement through parent workshops supporting social and emotional health. (SOP 5.4) | Students and Parents | September 2018-June 2019 | Administration and Parent Coordinator |
| Increase in the size of our Attendance Team thought the addition of an assistant principal. (SOP 5.2) | Staff | September 2018-June 2019 | Administration |
| Increase in the frequency of attendance data review to align specific interventions. (SOP 5.2) | Administration, Guidance, Deans | September 2018-June 2019 | Administration |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

We will continue to keep families informed of student attendance data. We will host informational session for families that focus on ways to keep students on track in terms of attendance and graduation requirements. For students and families with attendance issues we will provide at risk counseling and before and after school credit supports to get
students back on track. The support meetings will occur two times a month, once on weekday evening once on a weekend. We will continue to use various forms of electronic communication to further engage families.

**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.

Teacher resources including technology (iPads, Laptops), student resources including reading material and other engaging materials. General supplies to support instructions as well as recreation and reward activities. Funds will be used to pay for per session and per diem for teachers. Per session will also be set aside for supervision.

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<th>Tax Levy</th>
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**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.

By February 2019 there will be a 88% attendance rate across the school grades 6th-12th as calculated across term 1 of the 2018-2019 school year as measured by ATS attendance reports.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

ATS reports.

**Part 5c.** In February 2019, 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. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
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</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>X</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>X</td>
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<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>X</td>
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<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>X</td>
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</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   - Teacher Team time incorporated into instructional day including content team meeting and grade level meeting using common planning time as a professional assignment for teachers.
   - Google Apps for Education (GAFE) @AMTNYC.ORG used to promote teacher interaction and collaboration.
   - Provides transparency through the instructional development process.
   - Effective use of professional development time on Mondays planned and facilitated through a strong professional development committee consisting of teachers and administrators.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   - Students need multiple entry points including ones to challenge advanced students.
   - Observations and subsequent discussions and feedback session by administration show a need for refinement of tasks to improve rigor.
   - Lessons need clear alignment to CCLS and reflect the instructional shifts to provide opportunities for all learners to engage in cognitively challenging academic tasks that prepare students for college and careers.

Our 2018-19 school-wide goals are based on data from our most recent Quality Review (2017-2018) as well as feedback from superintendent’s visits. Feedback advised to "Norm and calibrate unit and lesson plans across content areas using the Tri-State Rubric. An effective unit plan is the foundation for daily lessons which delineate the unit"

Strengths
   - Teacher Team time incorporated into instructional day including content team meeting and grade level meeting using common planning time as a professional assignment for teachers.
   - Google Apps for Education (GAFE) @AMTNYC.ORG used to promote teacher interaction and collaboration.
   - Provides transparency through the instructional development process.
   - Effective use of professional development time on Mondays planned and facilitated through a strong professional development committee consisting of teachers and administrators.

Priority Needs
   - Students need multiple entry points including ones to challenge advanced students.
   - Observations and subsequent discussions and feedback session by administration show a need for refinement of tasks to improve rigor.
   - Lessons need clear alignment to CCLS and reflect the instructional shifts to provide opportunities for all learners to engage in cognitively challenging academic tasks that prepare students for college and careers.
Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 there will be an increase of 30% in the number of lesson/unit plans revised using data as measured by a survey of lesson plans within each content team.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher teams will use best practices to align lesson plans to CCLS and identify specific strategies like reciprocal teaching and Socratic seminars to support diverse learners. Teachers will then meet regularly to integrate these practices into lesson plans. (SOP 4.4)</td>
<td>Common Planning Teams, Grade Level Teams, Student Advisers, September 2018-June 2019</td>
<td>Administration, Content Team Leaders, Grade Team Leaders.</td>
</tr>
<tr>
<td>Lead Teacher will attend professional learning opportunities offered by the FSC to support the development of quality lesson and unit planning skills. Lead teacher will then turnkey learning to content teams. (SOP 4.4)</td>
<td>Lead Teachers, September 2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Through PLC/ professional development offerings expand the number of entry points for a variety of learners (SOP 4.3)</td>
<td>Whole Staff, September 2018-June 2019</td>
<td>Administration, Content Team Leaders, Grade Team Leaders.</td>
</tr>
<tr>
<td>Provide active feedback to staff using the &quot;Comments&quot; feature within GAFE (SOP 4.5)</td>
<td>Teachers, September 2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>MSQI teaching strategies that support rigorous writing skills (SOP 4.4)</td>
<td>Students, September 2018-June 2019</td>
<td>Middle School Teachers and Administration</td>
</tr>
<tr>
<td>“Rx for Success” student advisement program. Students are paired with a staff member to support student transition through high school. Adviser provides both academic as well as socio-emotional guidance. (SOP 4.4)</td>
<td>Teachers, September 2018-June 2019</td>
<td>High School Teachers and Administration</td>
</tr>
<tr>
<td>Provide professional learning sessions and/or coaching to strengthen planning, questioning and discussion techniques, and increased cognitive engagement. (SOP 4.3)</td>
<td>Teachers, September 2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Lead Teachers will engage in instructional round visits to classrooms to share best practice and support quality task aligned planning. (SOP 4.2)</td>
<td>Teachers, September 2018-June 2019</td>
<td>Administration</td>
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</tbody>
</table>

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will continue to engage parents in increasing their knowledge of the CCLS and the change to the "New Generation Science Standards" as well as the "Next Generation Learning Standards in Math and ELA" by hosting our CCLS learning events for families. The support meetings will occur two times a month, once on weekday evening once on a weekend. We will continue to use various forms of electronic communication to further engage families.

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.

Teacher resources including technology (iPads, Laptops), General supplies to support instruction. Funds will be used to pay for per session and per diem for staff. Funds will be used to support professional development activities both within the school and from outside sources.

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

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<tr>
<th></th>
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<td>SIG Grant</td>
<td>School Achievement Funding</td>
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</table>

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.

By June 2019 there will be an increase of 15% in the number of lesson/unit plans revised using data as measured by a survey of lesson plans within each content team.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Measured by a school based survey of the number of revised performance tasks.

Part 5c. In February 2019, 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. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 2 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our 2018-19 school-wide goals are based on analysis of data from formative and summative assessments as well our analysis of the Advance data (2016-2017) using Danielson’s Framework for Teaching, MOSLs and quality review. Analysis of data indicated the following strengths and weaknesses in student discussion and questioning:

**Strengths**
- Observation and feedback cycle produces regular, timely actionable feedback through the ADVANCE cycle.
- Teachers and administration use the AMT GAFE (@AMTNYC.org) environment to regularly interact and engage in feedback sessions.
- Questioning and discussion are supported through our partnership with MSQI.

**Priority Needs**
- Quality Review and administrative feedback state that quality questioning and student to student discourse needs to be improved.
- Observations show that there is a need for a greater variety of student discussion techniques in classrooms.
Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 50% of teachers will improve by at least one performance level in component 3b (Questioning and Discussion Techniques) of the Danielson’s Framework for Teaching Rubric as measured by their MOTP rating through ADVANCE as compared to the teachers final MOTP score at the end of the 2017-2018 school year.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• 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). |
<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018 - June 2019</td>
<td>Administrative team</td>
</tr>
<tr>
<td>Administrative instructional rounds to identify successful strategies (including literature circles) to support diverse learners including ELL students and students with disabilities. Administration will visit classrooms and provide feedback to support teachers in creating multiple entry points. (SOP 2.5)</td>
<td>Teachers</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>Lead teacher supports to provide non-administrative feedback on lesson plans and instructional strategies. Lead teachers to be used as a supplementary resource. (SOP 2.3)</td>
<td>Teachers/Administration</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>Professional development Plan aligned supports to support teacher growth. Developed with staff input. Revised throughout the year. (SOP 2.5)</td>
<td>Teachers</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>Instructional PLC modifies and implements strategies (six week cycle) to align supports and strategies to support SCEP goals. (SOP 2.2)</td>
<td>Teachers/Administration</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>Field Support Center (FSC) professional development on strategies to support discussion and discourse. (SOP 2.5)</td>
<td>Teachers/Administration</td>
<td>September 2018 - June 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We provide substantial supports in making parents knowledgeable about what the classroom expectations are for all subject areas across all grade levels. Parents are engaged through the PTA and SLT in developing SMART goals for the school based on school wide data. Parents provide input on programmatic decisions and are engaged as to how to allocate resources for students through our PTA and through electronic surveys.

### 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.
General supplies to support instruction and non instructional expenses. Per Session for staff. Overtime for parent coordinator.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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.

By February 2019, 25% of teachers will improve by at least performance level in component 3b (Questioning Techniques) of the Danielson’s Framework for Teaching Rubric as measured by their MOTP rating through ADVANCE as compared to the teachers final MOTP rating in the 2017-2018 school year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

As measured by ADVANCE thorough the observation cycle.

**Part 5c.** In February 2019, 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>✅</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>✅</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>✅</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>✅</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
   - **Strengths**
     - Small, strong contingent of involved parents.
     - Strong support for AMT from our families.
     - Existing programs to support families including "Super Saturday" program as well as partnerships with the NYC Public library and our school based health clinic.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   - **Priority Needs**
     - Low attendance rate/ Participation rate for voluntary school community activities
     - Rating on LES for parent participation
     - Rating by parents for "Parent Involvement in School" as rated by parents

**Part 2 – Annual Goal**

*Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

| By June 2019 we will increase parent involvement at school events by 20% as measured by attendance information from events. |
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
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</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKEDULA as an online system to connect the school to the home. Parents can view all important student information as well as student progress data.</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Super Saturday program to involve families who can not attend weekday events at these events parents are introduced to new school activities or are provided and educational component like how to read and IEP.</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Parent Coordinator Workshops offered weekdays, evening and weekends to support parents on a variety of school and family topics.</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Webinar (Google Hangouts) to connect families who can not attend events in person( these events mirror in person events)</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>School Website to improve the interaction and connectivity between the school and the home.</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>ELL family meetings offered by ENL department and Parent Coordinator</td>
<td>Parents of ELL students</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Family meetings to better involve parents of students with IEPs.</td>
<td>Parents of IEP students</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Parent engagement events that help parents gain knowledge about our school and about child development.</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Parent sponsored talent show and showcase.</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>PTA Sponsored BBQ &amp; Carnival to attract new families.</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
</tr>
</tbody>
</table>
Black History Event and talent showcase.

Parents  September 2018-June 2019  Administration, Parent Coordinator, SLT, and PTA president

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

We partner with Community Mediation Services (CMS) to provide our families with timely information on topics selected by our families. Topics covered have included: engaging with students about emotional health and ways to further parent student discussions about school and college.

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.

Parent resources including technology (iPads, Laptops). General supplies to support instruction. Funds will be used to pay for per session and per diem for staff to support after school activities and family events. Funds will be used to support professional development activities (parents and teachers) both within the school and from outside sources. Parent general supplies, postage for mailers and refreshments for meetings.

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

<table>
<thead>
<tr>
<th></th>
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<td>Title I 1003(a)</td>
<td>X</td>
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<td>PTA Funded</td>
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<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

By February 2019 we will increase parent involvement at school events by 10% as measured by a attendance information from events.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Review of attendance data from parent events.

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA)               | Teachers provide AIS services as follows:                                                | English Language Arts intervention includes small group and/or one-to-one instruction during the school day, at lunch, and after school. The intervention consists of teacher created activities designed to provide individualized instruction based upon student needs. Differentiated activities have been set up to target specific weaknesses. Students will work on their individualized reading comprehension skills while in class. Teachers use  
  - Barrons.com  
  - Regentsprep.org  
  - EngageNY  
  - MyOn  
  - Khan Academy  
  - Other selected websites and technology supports | Small group and/or one-to-one.                                                          | During the school day, after school and on Saturdays.                              |

**Mathematics**  
Teachers provide AIS services as follows:  
- For students who score  

Mathematics support is provided during small group and/or one-to-one instruction during the school day, at lunch, and after school.

Small group and/or one-to-one.

During the school day, after school and on Saturdays.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Teachers provide AIS services as follows:</th>
<th>Science teachers provide small group instruction during the school day and after school. Differentiated activities have been set up to target specific weaknesses.</th>
<th>Science teachers provide small group instruction during the school day and after school. Differentiated activities have been set up to target specific weaknesses.</th>
<th>Small group and/or one-to-one.</th>
<th>During the school day, after school and on Saturdays.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Teachers provide AIS services as follows:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Teachers provide AIS services as follows:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
levels on state assessments in social studies.
- For students who are at risk on not meeting CCLS.
- For students who are not working to their fullest potential as evidenced by teacher observations.

Teachers use
- Barrons.com
- Regentsprep.org
- EngageNY
- Other selected websites and technology supports

**At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)**

We provide counseling services to at-risk students (as identified by teachers (through PPC) or guidance) who require intervention to assist them in succeeding academically or psychologically.

- At-risk students have been identified as students who are having a difficult time transitioning either into their school or community environment.
- Some of the typical characteristics of at-risk youth include emotional or behavioral problems, truancy, low academic

**At Risk Services provided by a Guidance Counselor includes group and individual counseling for students not meeting Promotional Criteria/Performance Standards or experiencing behavioral/emotional/family issues negatively impacting on learning. It includes referrals to Supportive Agencies.**

**Small group and/or one-to-one.**

During the school day, after school as necessary.
| Performance, showing a lack of interest in academics and/or their social life, and expressing a disconnection from home or school environment. |   |   |
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

Part A: FOR TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
   - We currently have 45 Students in Temporary Housing (STH) representing 7.25% of our student body.
2. Please describe the services you are planning to provide to the STH population.
   - Students in temporary housing (STH) and their families are supported using a variety of tools.
   - Students receive at risk counseling to support them from both guidance counselors, from the school based health center and outside agencies as needed.
   - Student offered AIS and other supports after school, evenings and on weekends and needed.
   - Students participate in learning opportunities provided through Community Learning Schools initiative including SAT/PSAT preparation.
   - Support to extend college level learning opportunities to STH.
   - Parent Coordinator regularly reaches out to families to assess supports they may need.
   - Our community partnerships with local political offices, charitable organizations and other support groups provide students and families’ supports outside of the school day.
   - STH funds are used to provide supplemental supports for students and families.
   - Through our partnership with CLS we house a campus food pantry to further support our families.

Part B: FOR NON-TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
   - NA
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

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 like review of scholarship data, the college readiness index and other metrics we have in place in order to maintain a college ready culture that would allow us to retain our currently hired teacher. We continue to use the designated time on Mondays in order to provide our teachers with on-going professional development and support including common planning time and other events to drive teacher quality.

2b. High Quality and Ongoing Professional Development

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

- All first year teachers receive an individualized weekly meeting with a Mentor.
- All teachers are scheduled to meet twice a week for Common Planning Time (content team and grade) where collaboration, support, and time to reflect on teaching and learning is facilitated.
- Outside consultants and support agencies help to further provide added supports, professional development and feedback to teachers as needed.
- Peer observation and inter-visitations are facilitated and encouraged by grade teams. All teachers receive a laptop or Chromebook to facilitate professional development and use of technology in instruction.
- Professional development offered through Learners Centered Initiatives (LCI) to support teachers in improving their craft
- Principal and other supervisors regularly participate in professional development offered by central and the superintendents office.
Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA

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/information, early intervention services, etc.).

N/A

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.

Instructional Lead Team provides avenue for teacher voice in decision making, UFT members formed a professional development team that meets two times a month with administration to identify and review both assessment and professional development opportunities. MOSL Team will meet in September to analyze last years data and look at this years goals and revise planning as needed. By September the team will identify the assessments for the MOSL. MOSL assessment committee will meet again in May 2019 to review and revise for next school year.

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. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section</th>
</tr>
</thead>
</table>

2018-19 SCEP-FL
<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B Section Reference(s)</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Source</th>
<th>Amount</th>
<th>Schoolwide pool. (Refer to Galaxy for school allocation amounts)</th>
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<th>Column B Section Reference(s)</th>
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<tbody>
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<td>Title I Part A (Basic)</td>
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<td>5A,5B,5C,5D,5E</td>
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</tbody>
</table>

**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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

2The **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 School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

• **Title I Priority and Focus School Improvement Funding**: To 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 and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

• **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

• **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, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Elementary Secondary School Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Medical Technology will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

Providing parents and families multiple communication access points in order to facilitate a better partnership. Some examples of programs we offer include:

- Access to Pupil Path, an online system that allows parents/guardians and students to view student grades, transcripts, teachers, attendance and school level anecdotal records for each student. This online program also allows parents/guardians to email any staff member at any time to clarify any questions or concerns.
- We will host Super Saturday programs multiple times throughout the year to involve and engage parents in informational sessions to support student academic success. Some examples of the Super Saturday parent workshops include:
  - The Triple D’s of Bullying: Dangerous, Destructive & Discriminatory
  - 37 Scary but True Facts About Drugs
HIV and STI's - Prevention 101
- How to Tell if you have a Problem with Alcohol
- CPR - FDNY - Only instruction not certification
- ISS (instructional support services) and ENL parent workshops throughout the school year including:
  - How to read and understand your students IEP?
  - Access VR - next steps after high school
  - ENL family orientations
  - ENL Middle and High school student requirements - supports for families and student

### Parental Involvement and School Quality

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 who will have an open door policy to allow any parent/guardian to come into the school to talk about questions or concerns about their child. The parent coordinator will also serve as a liaison and advocate for the families.

- 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., ESSA/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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary (ESSA) 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;

## Encouraging School-Level Parental Involvement

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

● 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;

● mailing home updated important dates on a semester basis so parents and families can plan on being involved in school activities in advance.

## School-Parent Compact (SPC)

**Academy of Medical Technology**, in compliance with Section 1118 of Title I, Part A of the Elementary Secondary School Act (ESSA), 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: High Quality Curriculum

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:
• implementing a curriculum aligned to the Common Core State Learning Standards;

• offering high quality instruction with department leads in all content areas;

• offer after school tutoring and peer mentoring;

• providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary Secondary School Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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 1st 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 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;

• Utilizing Pupil Path as a way for parents/guardians to reach out to teachers and administrators at their convenience.

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;
Utilizing Pupil Path as a way for parents/guardians to reach out to teachers and administrators at their convenience.

- 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

I. School Responsibilities: Providing General Support to Parents

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;

- giving them access to their child’s data, such as their attendance, grades and transcripts through Pupil Path online program;

- 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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

- monitor their child’s attendance and ensure that they arrive to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- check and assist their child in completing homework tasks, when necessary;
● read to my child and/or discuss what their child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time their 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 their child to follow school rules and regulations;

● participate, as appropriate, in the decisions relating to their child’s education;

● communicate with their 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 their child;

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete their homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for themselves, their peers and all staff members;

● try to resolve disagreements or conflicts peacefully;
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

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<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>NOT conceptually consolidated (must complete part E below)</td>
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### Part B: Direct Instruction Supplemental Program Information

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</thead>
<tbody>
<tr>
<td>☒ Before school</td>
<td>☒ After school</td>
</tr>
</tbody>
</table>

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
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<td>☒ 2</td>
</tr>
<tr>
<td>☒ 3</td>
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Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Total # of teachers in this program: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers:  _____</td>
</tr>
<tr>
<td># of content area teachers:  _____</td>
</tr>
</tbody>
</table>

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 after school 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 acquainting 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 this program will be 6th, 7th, and 8th. There will be two subgroups; entering and emerging 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 30 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’. Therefore, we will be implementing an after school 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 relevant background knowledge in regard to both Global and American history. Therefore, this program's goal is to help build students' background
### Part B: Direct Instruction Supplemental Program Information

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 45 students invited to this program; 18 students for Global Studies, 13 students for U.S. History, 15 students for Earth Science, and 15 students for Living Environment.

The Social Studies program will meet one time per week for one hour with a total of 25 sessions.

The Science program will meet one time per week for one hour with a total of 25 sessions.

The NYSESLAT program will meet one time per week for one hour with a total of 25 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' native language.

### 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.
**Part C: Professional Development**

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 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 3 ESL teachers (one of which is bilingual in Spanish and English)

There will be a total of 5 one hour sessions

The ESL Coordinator will collaborate with the Guidance Counselors 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: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<td>NA</td>
</tr>
<tr>
<td>Per session</td>
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<td>NA</td>
</tr>
<tr>
<td>Per diem</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Purchased services</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>High quality staff and curriculum development contracts.</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

**Allocation Amount:** $_____

<table>
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<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Software (Object Code 199)</td>
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</tr>
<tr>
<td>Travel</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Other</td>
<td>NA</td>
<td>NA</td>
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<td>TOTAL</td>
<td>NA</td>
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DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADERS K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Queens</td>
<td>309</td>
</tr>
</tbody>
</table>

School Name: Academy of Medical Technology

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>William Johnson</th>
<th>Assistant Principal</th>
<th>Kenneth Chojnacki</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>type here</td>
<td>Coach type here</td>
<td></td>
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<tr>
<td>ENL/BL</td>
<td>Andrea Remmert</td>
<td>School Counselor</td>
<td>Linette Matos</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Leslie Feliciano/ ESL</td>
<td>Parent type here</td>
<td>Parent Coordinator Kimberly Perez</td>
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<tr>
<td>Teacher/Subject Area</td>
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<tr>
<td>Related-Service Provider</td>
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<td>Field Support Center Staff Member type here</td>
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<tr>
<td>Superintendent</td>
<td>Michael Prayor</td>
<td>Other (Name and Title) type here</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
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<tbody>
<tr>
<td>3</td>
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<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
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<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
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</table>

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>☐</td>
<td>☑</td>
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<tr>
<td>Dual language program (DL)</td>
<td>☐</td>
<td>☑</td>
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<tr>
<td>Freestanding ENL</td>
<td>☑</td>
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Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

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.

2. What structures do you have in place to support this effort?

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   Data based on Periodic Assessments, State Assessments, and overall yearly student performance is used to evaluate our programs for ELLs. We also assess our performance through data derived from surveys completed by parents and students. Additionally, the ESL department creates attainable goals for the heterogeneous groups of ELLs; which are then visited and evaluated in department meetings. We monitor these goals through instructional outcomes, and summative and formative assessments throughout the school year. This program evaluation also considers the quantity of students achieving proficiency level in the NYSESLAT exam. For students with IEPs, open communication is maintained at all times with the Special Education team in our school in order to work cohesively toward reaching the child’s educational & language development goals.

4. What structures do you have in place to address interventions once the summative data has been gathered?

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   Data patterns on the NYSITEL 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 NYSITEL & 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.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

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**Part IV: ELL Programming**

**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 recieve 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 assessment 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 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.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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 assist 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.

7. 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

8. 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.

9. Based on data and trends, 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.

10. If you had a bilingual program, what was the reason you closed it?
Currently, there aren't any plans to discontinue any programs for ELLs.

11. 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.

12. 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.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Paste response to question here:

14. 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, Farenheit 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
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. 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 Sueños.

16. 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 available and accessible to all ELLs. We also conduct field trips that complement 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.

17. What language electives are offered to ELLs?

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

18. 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

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 and non-pedagogic staff.) 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?

Profesional 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.
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.

2. 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.

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.

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.

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. 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, Haitan Creole, and Arabic.

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.
### Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, William Johnson, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal</td>
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<tr>
<td>Parent Coordinator</td>
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<td>ENL/Bilingual Teacher</td>
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<td>Parent</td>
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<td>1/1/01</td>
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<td>Teacher/Subject Area</td>
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<td>School Counselor</td>
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<td>Superintendent</td>
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<tr>
<td>Field Support Center Staff Member</td>
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The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education ([Chancellor’s Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:
   - Part III of the Home Language Identification Survey (HLIS)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
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2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.
Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?