



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

**2008-09
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 27Q309
ADDRESS: 8-21 BAY 25TH STREET
TELEPHONE: (718) 471-3571
FAX: (718) 471-0314**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

SCHOOL INFORMATION PAGE

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

DISTRICT: 27 **SSO NAME/NETWORK #:** Empowerment

SCHOOL ADDRESS: 8-21 Bay 25th Street

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

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

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
PRINCIPAL	<u>Jose Merced</u>
UFT CHAPTER LEADER	<u>Pamela Wilson</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Alicea Flynn (H.S.) Leon Gibson (JHS)</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u>Jessica Saney</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Bonnie Laboy</u>

SCHOOL PROFILE – NARRATIVE DESCRIPTION

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

Mission

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

Safe Environment

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

Atmosphere of Dynamic Interchange

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

Personalization, Community, and Inclusion

The AMT community will be strong because

- Everyone knows everyone
- Students participate in full inclusion classes with students of different abilities.
- Students participate in school decision-making through Town meetings and their presence in school leadership team meetings.

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

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

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

Special Education Students: During our initial year, we will use a collaborative team teaching model of instruction. CTT services will be provided to all students who have IEP's requiring those services.

English Language Learners: AMT will also have a collaborative model for ELL students. Our ELL teacher will provide push-in services for all ELL students. All ELL students will also receive intensive language labs before school. Differentiated lesson planning and delivery approach will allow teachers to teach content to ELL's in strategic ways that make the concepts comprehensible while promoting the students' academic English language development.

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small group, one-to-one tutoring during our extended day program. Focus is on writing and reading strategies. ELL students receive a balanced literacy model.
Mathematics:	Small group, one-to-one tutoring during our extended day program. Focus is on problem solving, SAT prep, and project-based learning initiatives.
Science:	Small group, one-to-one tutoring during our extended day program. Focus is on laboratory analysis, analytical thinking skills, and content enhancement techniques.
Social Studies:	Small group, one-to-one tutoring during our extended day program. Focus is on writing, analytical thinking, and content enhancement techniques.
At-risk Services Provided by the Guidance Counselor:	Small group, one-to-one counseling during our extended day program. Focus is on goal setting, self-reflection, and process analysis.
At-risk Services Provided by the School Psychologist:	None
At-risk Services Provided by the Social Worker:	Small group, one-to-one counseling during our extended day program. Focus is on goal setting, self reflection, coping mechanisms, and family issues.
At-risk Health-related Services:	Occurs during the day and at night during workshops. The goal is often student-parent involvement and discussion of issues.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

Due to low number of ELLs, LAP is not needed.

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

Type of Program: ___ Bilingual ___X___ ESL ___ Both **Number of LEP (ELL) Students Served in 2008-09: 5**

- I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):
AMT School has a 6th and 9th grade program. The school provides a pull-out/push-in ELL program for 5 students, placed according to their most recent NYSELAT scores.
- ESL Program:
- One fully certified ESL teachers will provide whole class instruction as well as supplemental instruction to ELL students.
 - ESL instruction is provided, as determined by LAB-R or NYSELAT, and is consistent with CR Part 154 requirements.
 - Students will be programmed for supplementary support through a pull out reading and writing program.
 - ESL instruction is aligned to the NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners.
 - The classroom teachers will use ESL strategies such as the Point of Entry Model, Balanced Literacy, and content enhancement strategies to deliver content area instruction.
 - Academic content area instruction in the general education classroom will incorporate ESL strategies augmented by Balanced Literacy, content enhancement methodology, and the workshop model.
- II. Parent/community involvement:
- Parent orientations are conducted for parents of newly enrolled ELLs to provide them with information about programmatic offerings. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available for parent orientations. Informational materials are also available in the parent's home language.
 - A parent conference is conducted during the fall before Parent-Teacher Conferences to orient ELL parents on program requirements, instructional standards, and assessments to be implemented, and school expectations.
 - ELL parents are encouraged to meet with teachers regarding their child's performance at least twice a year with a translator provided by the school.
 - An ELL parent conference will conducted during the spring prior to administration of standardized tests to review strategies for assisting their child prepare for examinations and instructional standards for each test.

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

N/A

IV. Staff Development (2008-2009 activities):

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

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: Academy of Medical Technology **District** 27

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	1				1	1

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: ___ Free-Standing X Push-in X Pull-out
 Indicate Proficiency Level: X Beginning X Intermediate X Advanced

School District: 27

School Building: Q309

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 To: 8:40	Subject (Specify) English/Push-in	Subject (Specify) English/Push-in	Subject (Specify) English/Push-in	Subject (Specify) English/Push-in	Subject (Specify) English/Push-in
2	From: 8:40 To: 9:20	Subject (Specify) English/Push-in	Subject (Specify) English/Push-in	Subject (Specify) English/Push-in	Subject (Specify) English/Push-in	Subject (Specify) English/Push-in
3	From: 9:20 To: 10:00	Subject (Specify) Math/Push-in	Subject (Specify) Math/Push-in	Subject (Specify) Math/Push-in	Subject (Specify) Math/Push-in	Subject (Specify) Math/Push-in
4	From: 10:00 To: 10:45	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 10:45 To: 11:40	Subject (Specify) Science/Push-in	Subject (Specify) Science/Push-in	Subject (Specify) Science/Push-in	Subject (Specify) Science/Push-in	Subject (Specify) Science/Push-in
6	From: 11:40 To: 12:20	Subject (Specify) Social Studies/Push-in	Subject (Specify) Social Studies/Push-in	Subject (Specify) Social Studies/Push-in	Subject (Specify) Social Studies/Push-in	Subject (Specify) Social Studies/Push-in
7	From: 12:20 To: 1:00	Subject (Specify) Pharmacy/ Pull-out	Subject (Specify) Pharmacy/ Pull-out	Subject (Specify) Pharmacy/ Pull-out	Subject (Specify) Pharmacy/ Pull-out	Subject (Specify) Pharmacy/ Pull-out
8	From: 1:00 To: 1:40	Subject (Specify) Advisory	Subject (Specify) Advisory	Subject (Specify) Advisory	Subject (Specify) Advisory	Subject (Specify) Advisory
9	From: 1:40 To: 2:30	Subject (Specify) Physical Education	Subject (Specify) Physical Education	Subject (Specify) Physical Education	Subject (Specify) Physical Education	Subject (Specify) Physical Education
10	From: 2:30 To: 3:15	Subject (Specify) Spanish	Subject (Specify) Spanish	Subject (Specify) Spanish	Subject (Specify) Spanish	Subject (Specify) Spanish

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) 6 and 9 **Number of Students to be Served:** 5 _____ **LEP** _____ **Non-LEP**

Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

AMT will conduct the same instructional activities for ELLS (5 students) during an extended day program which will meet four times a week during the Pharmacy period. This program will meet from Monday through Thursday with the day ending at 4:00 p.m. We will develop an interactive learning environment this year with the focus on writing, reading, and student presentations.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

AMT will conduct professional development activities during the course of the year with the use of coaches to facilitate ESL strategies within the workshop model and promote instructional practices that are the characteristics of an interactive learning environment. Professional developers (College Board and Empowerment) in content enhancement strategies will make an initial hour presentations coupled with classroom visits (4) and appropriate reflection.

In addition, the ESL instructor will facilitate peer-driven professional development sessions that will take place during common planning time. The ESL instructor will also be conducting advisory groups with the teachers of ELL students in order to review pedagogical strategies, present best practices, and monitor student growth.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$146	R _x for Success program, additional support for formalized assessments
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$100	Supplies for instructional support
Travel		
Other		
TOTAL	\$246	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

AMT staff members conducted a needs assessment with parent focus groups via telephone interviews and face-to-face interviews. We also sent e-mails to families to provide them with the information they need.

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

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

Part B: Strategies and Activities

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

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

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

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

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

In-house staff and the Parent's Association provide outreach to parents concerning translation services. Parents are notified at the beginning of school and throughout the year. Contact with parent's or guardians will be made by mail, telephone, and e-mail.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 **\$81,609**
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program **\$816**
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified **\$4,080**
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year **100%**
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

I. General Expectations

AMT agrees to implement the following statutory requirements:

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

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

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

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

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

III. Discretionary School Parental Involvement Policy Components

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

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

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

IV. Adoption

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

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Academy of Medical Technology, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

AMT will:

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

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

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

3. Instruction by highly qualified staff.

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

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

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

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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

4. Coordinate with and support the regular educational program;

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

5. Provide instruction by highly qualified teachers;

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

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

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

7. Provide strategies to increase parental involvement; and

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

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

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

Part A: For All School Improvement Schools (SINI and SRAP)

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

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

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

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

Applicable Not Applicable

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

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

1B. Mathematics

Background

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

connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

Applicable Not Applicable

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

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

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews,

SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

Applicable Not Applicable

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

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics

classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

Applicable Not Applicable

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

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

Applicable Not Applicable

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

Applicable Not Applicable

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

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

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

Applicable Not Applicable

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

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

Teachers meet weekly during common planning time to discuss the individual needs of all students as well as students with IEP's. During these meetings, modification and differentiation strategies within the classroom environment are discussed.

All students are assigned an advisor to assist them with academic, social and behavioral concerns. The educator that observes a student displaying behavioral problems will write an anecdotal describing the behavior. Once the behavior is recorded a series of behavior modification strategies are discussed and implemented. The advisor plays a key role in the implementation process by following up through individual and or family conferences, telephone calls home, and counseling referrals.

During counseling, the student and counselor collaboratively construct a *Behavior Conduct Agreement* that is signed by all teachers, student, and parent/guardian. If the student continues to display the negative behavior, further evaluation will be done with parental/guardian consent via the school's Social Worker and School Psychologist.

Since our school opened in September 2008, we have and will continue to encourage parental support to assist our students in their academic efforts. All students are involved in the *Rx for Success* program, where each student receives individualized educational support. They also all receive an advisory program to aide in the significant developmental stages of their academic and social growth. Systemically all of our students have equal access to achieve academically. Currently our school has a low occurrence rate as a result of our efforts.

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

Applicable Not Applicable

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

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

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

Applicable Not Applicable

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

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

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jun 24, 2008** Email address: **Jmerced2@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	27Q309
School Name	Academy of Medical Technology
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 24,529
Principal Name	Jose Merced
Principal Email	jmerced2@schools.nyc.gov
Principal Phone	6462703167

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	\$ 7,799
Summer School Programs	
Dedicated Instructional Time	\$ 16,730
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Please describe the program.

The Rx for Success program will provide students with the opportunity to fill their academic prescriptions in order to address their specific an extended day program with a dedicated instructional plan delivered in a resource center.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existin program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional ti instructional blocks for core academic subjects, additional instructional periods for areas of greatest student nee Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Please describe the program.

Additional instructional blocks for mathematics will be provided to our students by way of extended block programming and independent s resource center.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existin program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No