



OLYMPUS ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 18K635
ADDRESS: 755 EAST 100TH ST., BKLYN, NY 11236
TELEPHONE: 718-272-1926
FAX: 718-272-5713

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 18K635 **SCHOOL NAME:** Olympus Academy

SCHOOL ADDRESS: 755 East 100th ST., Bklyn, NY 11236

SCHOOL TELEPHONE: 718-272-1926 **FAX:** 718-272-5713

SCHOOL CONTACT PERSON: Seth Schoenfeld **EMAIL ADDRESS:** sschoenfeld@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michael Pollicino

PRINCIPAL: Seth Schoenfeld

UFT CHAPTER LEADER: Tegan Costanza

PARENTS' ASSOCIATION PRESIDENT: Erica Jaudon

STUDENT REPRESENTATIVE:
(Required for high schools) Kristin Linsalata

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 18 **SSO NAME:** New Visions for Public Schools

SSO NETWORK LEADER: Chad Vignola

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

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

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. 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.

Olympus Academy is a unique, personalized high school that is dedicated to student success. The cornerstone of the school is the partnership between the NYCDOE and the New York Center for Interpersonal Development (NYCID).

Olympus Academy is a transfer school created to meet the needs of students who were previously enrolled in another high school. Our students go through an accelerated credit program that offers them an opportunity to find immediate high school success. By engaging in hands-on learning experiences that have real-world applications, our students obtain the skills necessary for success and are prepared for the world that awaits them.

Our mission is to provide a rigorous education system responsive to the needs of over-aged, under-credited students. We support them in becoming self-directed and responsible citizens who have mastered skills for lifelong learning. They will leave us well prepared to participate in post-secondary education, meaningful work, healthy relationships, and the life of the community. Our school acts as a second home to our students, staff, and community as we all grow together. Our school opens the gates of opportunity to all students.

Students and staff, families and employers are committing to build and participate in a diverse and rigorous learning community. The school supports the comprehensive development of young people by integrating well-researched youth development strategies into the curriculum and culture. It engages them through the focus on jobs and careers. It shares the process and responsibility of leadership and decision-making with them. And all this occurs within a culture that consciously models desired behavior: acting with respect, recognizing contributions and accomplishments, resolving conflicts and healing relationships, and sharing power.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Olympus Academy			
District:	18	DBN #:	635	School BEDS Code #: 331800011635

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					N/A	75.5	74.07		
Kindergarten									
Grade 1									
Student Stability: % of Enrollment									
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					N/A				
Grade 4									
Poverty Rate: % of Enrollment									
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6					N/A	60	69.6		
Grade 7									
Grade 8									
Students in Temporary Housing: Total Number									
Grade 9	N/A	53	61	(As of June 30)	2007-08	2008-09	2009-10		
Grade 10	N/A	54	81		N/A	2	3		
Grade 11	N/A	40	48						
Grade 12	N/A	2	6						
Ungraded									
Recent Immigrants: Total Number									
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
Total					N/A	3	1		
Special Education Enrollment:					Suspensions: (OSYD Reporting) – Total Number				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	N/A	0	0	Principal Suspensions	N/A	22	18		
No. in Collaborative Team Teaching (CTT) Classes	N/A	0	10	Superintendent Suspensions	N/A	6	4		
Number all others	N/A	8	3						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	N/A	0	0	Early College HS Participants	N/A	0	0
# in Dual Lang. Programs	N/A	0	0				
# receiving ESL services only	N/A	0	0	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	N/A	0	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	N/A	10	14
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	N/A	3	5
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	N/A	0	0
	0	140	180				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	N/A	100.0	100.0
American Indian or Alaska Native	N/A	0.0	0.05	Percent more than two years teaching in this school	N/A	0.0	0.0
Black or African American	N/A	84.6	86.5	Percent more than five years teaching anywhere	N/A	20.0	20.0
Hispanic or Latino	N/A	10.7	11				
Asian or Native Hawaiian/Other Pacific Isl.	N/A	0.7	0	Percent Masters Degree or higher	N/A	50.0	42.9
White	N/A	4	1.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	N/A	100.0	100.0
Multi-racial	N/A	0	0				
Male	N/A	51.7	54.9				
Female	N/A	48.3	45.1				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	√ ^{SH}
	Math:		Math:	√ ^{SH}
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				√ ^{SH}	√ ^{SH}		125
Ethnicity							
American Indian or Alaska Native							
Black or African American				√ ^{SH}	√ ^{SH}		121
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged				√ ^{SH}	√ ^{SH}		133
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	N/A	Overall Evaluation:	N/A
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Upon review of our school's educational program, we have made the following findings:

Given that students cannot learn if they are not in school, the greatest barrier to success for our students is historically poor attendance. Prior to enrollment at Olympus, the average attendance rate for our students at their previous schools was 54%. Last year, the average attendance rate for these same students at Olympus Academy was 72%. While we feel that this increase is an accomplishment of utmost significance, we nevertheless feel that there is still room for improvement. Last year, awards were presented monthly to students who made honor roll or who had perfect attendance for the previous month. It was noted that there was high correlation between these two groups of students. Therefore, in order to further increase student achievement, we recognize the necessity to first continue to improve attendance. Moreover, we recognize that the most valuable tool we have available to us is our relationship with the parents and guardians of our students. Thus we believe that parent outreach and parent involvement will be critical in achieving further gains in student attendance and hence academic achievement. Subsidiary benefits will also include improved classroom behavior and an enhanced school community.

The pedagogical staff of Olympus Academy is, we believe, uncommonly committed to student success. Teachers and staff continually strive to improve student achievement and their zeal in this endeavor is unparalleled, resulting in our students making tremendous gains in credit accumulation in comparison to that at their previous schools. Nevertheless, we recognize that our teachers are, on the whole, inexperienced, with more than 70% of our teaching staff having less than three years of teaching experience. We therefore recognize the need to provide teachers with significant professional development opportunities, particularly with respect to employing best practices and instruction that develops higher-order thinking skills for our students. In addition, to improve teaching and learning in our school we have decided to enroll in the New York City Department of Education's iZone project. The undertaking of virtual learning and will require significant teacher support as the program is rolled out. It is clear that improvement in these areas will have an enormous and positive impact on student achievement and Regents exam performance.

Perhaps the greatest accomplishment to date for Olympus Academy is our success in building a community environment wherein students and staff all know one another by name and treat one another with respect. We wish to capitalize on this strength and make best use of our small-school environment to help improve student success. We therefore believe it is critical for us to create additional opportunities for pedagogical and counseling staff to meet more frequently to discuss

individual students and create roadmaps for success for those students. It is certain that when we talk to one another about students as individuals, we are better able to serve them as individuals.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) *In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section.* (2) *Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.* (3) *When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.*

Goal #1-To continue to improve attendance and academic success by increasing the level of parent engagement, we will hold at least 2 Open School Nights throughout the year, host and promote an additional 3 school events for students and their families and, by the month of May, at least 80% of the parents of students who have been absent at least 3 times will have been contacted.

Goal #2-To improve the use of technology to enhance the learning experiences of our students and their subsequent success. At least 75% of our students will engage in an online form of instruction during the school year.

Goal #3-To continue to improve the ability of our staff to provide our students with higher-order thinking curriculum and instruction, at least 75% of our teaching staff will participate in 4 professional development activities per month (inter-visitations, Professional Learning Communities, one-on-one coaching with our curriculum/instructional specialist, interdepartmental staff meetings, etc).

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #1-To improve attendance and academic success by increasing the level of parent engagement, we will hold at least 2 Open School Nights throughout the year, host and promote an additional 3 school events for students and their families and, by the month of May, at least 80% of the parents of students who have been absent at least 3 times will have been contacted.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • We will schedule an Open School Night during each of our three cycles. Specialty events such as Thanksgiving Dinner will also be held. • Counselors will call parents and inform them of the date and time of these events. • We will backpack home flyers informing students and their families of this information. • We will work with the PTA and SLT to find new events to hold and how to better promote them. • Dinner will be served at these events to try and improve attendance. • Counselors will begin making phone calls home at 10AM every morning to homes of students not in attendance. • Benchmark reports will be mailed home to parents.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Funding will be set aside so for food to be served at all parent-attended events. • Per-session funding will be made available as incentive for staff to attend parent-friendly events that occur outside the school day. • Counseling staff will be allocated to the task of parent outreach before school-wide events, in addition to daily outreach.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Phone logs showing counselor outreach: reviewed weekly by the guidance counselor; by the month of May, at least 75% of the parents of students who have been absent at least 3 times will have been contacted • Attendance sheets: collected per event; projected 25% increase over total participation in 2008 • Student feedback (School Survey): tabulated annually; projected 25% increase over 2008 • Parent feedback (School Survey): tabulated annually; projected 25% increase over 2008

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #2- To improve the use of technology to enhance the learning experiences of our students and their subsequent success. At least 75% of our students will engage in an online form of instruction during the school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Enroll in the NYCDOE iZone Blended-Model Pilot. • Provide our staff with summer and on-going professional development regarding virtual learning and online instruction. • Initiate mastery learning and project based assessment to monitor student progress. • Change the school grading, programming and counseling procedures.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Per-session funding will be made available as incentive for staff to attend professional development that occurs outside the school day. • School budget will provide for a contracted coach from Center for Urban Education (CUE) who will come on a weekly basis to visit classes, offer feedback on curriculum and instruction, facilitate PLCs, and meet with teachers both individually and as a group. • Budget will be used to change four classrooms into Virtual Learning Centers, fully equipped with laptops and conference tables.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The following documents will be reviewed; at least 75% of our students will engage in an online form of instruction during the school year.</p> <ul style="list-style-type: none"> • Passing Rates in class and on Regent Exams • Credits earned • Graduation Progress • Classroom observations • Student and Staff surveys

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #3- To continue to improve the ability of our staff to provide our students with higher-order thinking curriculum and instruction, at least 75% of our teaching staff will participate in 4 professional development activities per month (inter-visitations, Professional Learning Communities, one-on-one coaching with our curriculum/instructional specialist, interdepartmental staff meetings, etc).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Professional Learning Communities (PLCs): PLCs will meet once a week with our curriculum and instructional coach from the Center for Urban Education. During this time teachers will be asked to complete an action research project that ties into our Inquiry Team work. • The Center for Urban Education will provide a curriculum/instructional coach who will: (a) work individually and by department to provide support in curriculum development; (b) provide classroom coaching and modeling; (c) conduct weekly informal observations; (d) facilitate PLCs; and (e) organize “Literacy Across the Curriculum” workshops once a month. • Each staff member will participate in at least two inter-visitations throughout the school year. • Staff will be asked to partake in at least two other alternative observation protocols (inter-visitations, video, focused, one-on-one letter, etc.) in which they have the opportunity to reflect on their instructional practices and effectiveness in the classroom. • Monthly faculty conferences • We will plan for formal observations, including pre- and post-observation planning and debriefing.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Per-session funding will be made available as incentive for staff to attend professional development that occurs outside the school day. • School budget will provide for a contracted coach from Center for Urban Education (CUE) who will come on a weekly basis to visit classes, offer feedback on curriculum and instruction, facilitate PLCs, and meet with teachers both individually and as a group.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The following documents will be reviewed; at least 2 such events will take place per month:</p> <ul style="list-style-type: none"> • Formal observation documents will provide evidence of improvement in curriculum and instruction • PLC agenda, sign-in sheets, notes, supporting documents • Faculty conference agenda, sign-in sheets, supporting documents • Coach’s notes will reflect conferences and development of teachers’ instructional practice

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	50	50	50	50	15		50	
10	70	70	70	70	20		70	
11	35	35	35	35	15		35	
12	6	6	6	6	6		6	

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:	Students receive small-group tutoring before, during and after the school day. Our lowest level students also receive additional literacy coursework using training from the Center for Urban Education and Literacy Across the Curriculum.
Mathematics:	Students receive small-group tutoring before, during and after the school day. Our lowest level students also receive additional numeracy coursework using <i>Math Navigator</i>.
Science:	Students receive small-group tutoring before, during and after the school day.
Social Studies:	Students receive small-group and one-on-one tutoring before, during and after the school day.
At-risk Services Provided by the Guidance Counselor:	Throughout the school day and again after school students receive both one-one-one and small-group counseling.
At-risk Services Provided by the School Psychologist:	Outside referrals are made.
At-risk Services Provided by the Social Worker:	Outside referrals are made.
At-risk Health-related Services:	Outside referrals are made.

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-10 **Number of Students to be Served:** 2 LEP 198 Non-LEP

Number of Teachers 14 **Other Staff (Specify)** 15-6 advocate counselors, 1 principal, 1 assistant principal, 1 program director, 2 aides, 1 secretary, 1 guidance counselor, 1 administrative assistant, 1 Learning to Work Counselor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

Olympus Academy is a new school in its third year serving overage and under-credited students. We have a maximum enrollment of 200 students, 3 of whom are English Language Learners. Both are intermediate. All of these students receive additional literacy and language instructional time. It is our mission to work with these students as they assimilate to American culture, master the English language and progress toward graduation. These students are enrolled in a free-standing ESL course for 180 minutes a week. As well as a push-in ESL English class. This instruction is provided by a teacher certified in ELA and ESL. They are also enrolled an English literacy class. This instruction is provided both by a teacher certified in ELA, and one certified in ELA and ESL. Additional family involvement and counseling is provided throughout the day. These students are also enrolled in one-on-one and group counseling to further their accusation of the English language.

LAP Team Members and Meetings:

Seth Schoenfeld, Principal
Erin Neubauer-Keyes, Program Director
P.J. Murray, Assistant Principal
Athena Costanza, ESL teacher, Related Services Provider, and ELL Coordinator
Frank Queris, ELA teacher
Maxine Garcia-Davis, Guidance Counselor
Tegan Costanza, Math Teacher

The LAP team meets once a month to discuss ELL student goals and progress.

Teacher Qualifications:

Olympus Academy uses their certified ESL teacher to provide a free-standing ESL class during the last period of the school day totaling 180 minutes per week. She also pushes in to one ELA class, four days a week, for an additional 180 minutes per week. Athena Costanza is initially certified in ESOL (K-12) and permanently certified in ELA (7-12). Olympus Academy has copies of both certifications on file.

ELL Demographics:

Olympus Academy is a transfer high school in the Canarsie section of Brooklyn, in New York City.

Canarsie is a working class neighborhood with 62% living in private homes and the rest a mix of apartments and projects. Canarsie has a foreign born population of 39%, most being Jamaican and Haitian.

The school enrollment is approximately 200 students, 2 of whom are ELL's which comprises about 1% of our school's population. Every student has an advisory period which focuses on building community, twice a week for 45 minutes and an advocate counselor with a 25:1 caseload. In addition, our guidance counselor provides 3:1 and 1:1 counseling services. CTT and push-in resource room is also offered to our special education students. The school has one freestanding ESL class that is offered 45 minutes a day, 4 days a week for a total of 180 minutes. It is taught by the ESL teacher. There is room for five more students in this ESL class. Should we enroll more than 8 ESL students, we will add another.

Parent Program Choice:

Parents are involved in the intake process from the beginning. Our guidance counselor provides translation in Spanish and we request translators for other languages as needed. Intake documents, welcome letters, and orientation materials are available in Spanish, Haitian Creole, French, and Arabic. A Parent Orientation Meeting for all parents will take place prior to the beginning of school. An ELL meeting with the LAP committee, translators, and ELL parents and students will also take place prior to the beginning of school, to inform parents about the ESL program and our academic offerings.

Assessment Analysis:

The ESL students are held to the same standards of assessment as all our students. These are: bi-weekly benchmarks, classwork, homework, teacher observations, portfolios, acuity assessments, predictive assessments, Regents examinations, and one on one conferencing. The ESL students are also assessed yearly through the NYSESLAT. Study materials are available in Spanish and Haitian Creole

Of our three ELLs, 1 speaks Haitian Creole and 1 speaks Spanish.

Scores on the last NYSESLAT indicate both of our students scored at the I (Intermediate) level.

Planning for ELLs:

Our school provides ESL services to our ELLs through free-standing and push-in programs. The instruction and distribution of time is in accordance with CR Part 154. Our I (intermediate) students receive 180 minutes in a free-standing ESL class and 180 minutes in a push-in class. Having these levels grouped together provides scaffolding for all students. One goal is to increase students' level of proficiency in the Reading, Writing, Speaking, and Listening modalities of the NYSESLAT assessment and to develop oral fluency in English as a second language. Literacy and learning skills will be explicitly taught. All teachers differentiate their instruction and integrate hand-on activities to engage all learning styles. Students are familiar with performance criteria and grading practices. All teachers use the two week benchmarks to offer constant feedback as the students' progress throughout the year. Counselors and teachers monitor progress of ELL students through counselor files, log entries, and bi-monthly teacher progress reports.

Resources and Support:

Every classroom has a library that also contains literature and textbooks written in Spanish and Creole. There are Spanish and French dictionaries available. Our computer lab allows access to websites and documents in our ELLs native language. When ELLs of other languages enroll in our school, Olympus will purchase those native language materials as well. Every teacher uses appropriate curriculum materials, textbooks, and instructional aides, which promote critical thinking skills and reflect standards-based work and higher order thinking.

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.

Professional Development:

- ◆ Provide professional development in conjunction with the Center for Urban Education, during faculty conferences and summer institute on scaffolding strategies, cooperative learning, differentiated instruction, Understanding by Design, Principles of Learning, Bloom’s Taxonomy, and questioning techniques to improve instruction and support the development of our ELL students
- ◆ Provide differentiated supervision to each teacher to ensure that curriculum and teaching are aligned to our goals and that our ELL students are being serviced
- ◆ Saturday trainings provided on literacy development.
- ◆ QTEL Training for all content area teachers.
- ◆ Professional Learning Communities (PLCs) weekly require teachers working together to plan, look at student work, and assess needs

Section III. Title III Budget

School: 18K635 BEDS Code: _____

Allocation Amount: \$0		
TOTAL \$0		

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: Bilingual ESL Both Number of LEP (ELL) Students Served in 2008-09: 3
(No more than 2 pages)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:

Olympus Academy (18K635) is a 3rd year transfer high school in Canarsie, Brooklyn, serving approximately 200 students who are overage and under-credited. All students, including ELLs, receive a full program with reduced class sizes (<25 students per class). The ESL program provides an additional 180 minutes of instruction per week. The program runs from September to June. In addition, our ELL students participate in an ELA literacy class that meets 360 minutes per week.

A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

Literacy Program - Our teachers are trained in America’s Choice *Ramp-Up to Advanced Literacy Program*. Use of differentiated instruction is encouraged and all classes are using author and genre studies based on the America’s Choice model.

Math Program - Our teachers are trained in America’s Choice *Math Navigation*. Use of differentiated instruction and strategies to reach children with different needs is encouraged.

Social Studies - Follows the NYS curriculum using embedded strategies and skills from the ELA curriculum.

Science - Follows the NYS curriculum using embedded strategies and skills from the ELA curriculum.

The ELLs participate in all supplemental programs. One such program is an Advisory which allows them to focus on interpersonal relationships and interaction, relationship building, tutoring, self-esteem, goal setting and college/career planning etc. All teachers are trained in the Center for Urban Education’s Literacy Across the Curriculum program (LAC).

B. Extracurricular: Briefly describe extracurricular activities available in your school and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

Olympus Academy has a Saturday Academy which offers SAT and Regents Prep and basketball. After school activities include step class, art, music, student government, and the basketball team. Our ELL students are fully involved in all programs.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

Parents of ELLs are invited to all parent/community activities, which include:

- orientation sessions for newly enrolled students
- parent/teacher conferences
- parent workshops on content areas
- results of standardized testing meetings
- promotion ceremonies
- awards ceremonies
- graduation

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

All students are introduced to the culture of Olympus Academy during the intake process. There is a new student orientation prior to the first day of school. They are then paired with student leaders who show them around the school for their first day.

IV. Staff Development (2010-2011 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Our staff meets twice a week for professional development sessions. These sessions are facilitated by a Curriculum/Instructional Coach hired from the Center for Urban Education. Topics to be covered include:

- differentiated learning instruction
- use of data for classroom instruction
- professional book studies
- implementation of best practices
- examination of children's work
- demonstrations on guided reading
- higher-order thinking skills
- reading comprehension

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

ELL students will receive all necessary support services. They include:

- AIS
- differentiated instruction
- before/after school programs that will develop reading/math test taking skills
- individual group counseling on individual needs or conflict resolutions
- translators for parents with limited English skills(outsourced when necessary)
- referrals to outside agencies/community agencies
- peer tutoring
- resource room
- targeted instruction in the content area

5	From:12:23 To:1:30	Subject (Specify) ESL				
6	From:1:30 To:2:08	Subject (Specify) Lunch				
7	From:2:08 To:3:15	Subject (Specify) Literature I Push-in ESL				
8	From: To:	Subject (Specify)				
9	From: To:	Subject (Specify)				
10	From: To:					

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.

Upon enrollment parents have been met with and given a formal parent orientation. In addition, every parent was asked to fill out a Home Language survey. Data from both informal conversations and the home language survey have been documented.

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.

It was determined that we have very few students whose parents are foreign language speakers. Notations were made on student files to ensure translated materials are sent home when necessary. Counselors are to provide materials accordingly.

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.

Staff has the ability to provide translated materials for Spanish and French or Creole speaking homes. This will meet the needs most of our students. Any other translation needs will be provided by an outside vendor.

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.

School staff will provide oral interpretation service for all Spanish speaking parents. All other languages will be provided by outside contractors.

- 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>.

Our guidance counselor is able to translate all documents to Spanish, while we will rely on the DOE translation services to translate parental notifications in Haitian Creole and all other languages when necessary.

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	147,883	46,688	194,571
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,478	\$468	1,946
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$7,395	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$14,788	*	

- Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ___100%_____
- If the percentage of high quality teachers during 2008-2009 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I: GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school's expectation for parental involvement base upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

Olympus Academy agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans 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 program(s) in decision about how the Title I, Part A funds reserved for parental involvement are spent.

The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

Ø that parents play an integral role in assisting their child’s learning;

Ø that parents are encouraged to be actively involved in their child’s education at school;

Ø that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Ø the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement –(a) Local Educational Agency Policy-(2) Written Policy of ESEA] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

Olympus Academy will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings.

Olympus Academy will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Parents will be interviewed as part of the school’s Quality Review.
- Parent surveys will be a vital part of the School’s Progress Report process.

Olympus Academy will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. 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.

- An evaluation will be conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Program Director. The Program Director, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.

Olympus Academy will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- 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 action described in this paragraph –

- Ø the State's academic content standards;
- Ø the State's student academic achievement standards;
- Ø the State's and local academic assessments including alternate assessments;
- Ø the requirements of Title I, Part A
- Ø how to monitor their child's progress and
- Ø how to work with educators.

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:

- Ø providing Parent workshops and courses dealing with computer training
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals 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 the schools by:
 - Ø Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
 - Ø Teachers will have daily access to the phone system to communicate with the parents in an effective manner.

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities that support parents in more fully participating in the education of their children by:

- Ø Involving parents in the regular activities of the school
- Ø Involving parents in awards assemblies, family nights, kickoff breakfasts, etc.

- 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 Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:
 - Ø School letters are translated and ELL students are provided with native language letters of school events
 - Ø Translation services information are posted in the school lobby in the appropriate native languages

Part III DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

NOTE: 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- Parental Involvement-
(e) Building Capacity for Involvement of the ESEA:

Other activities may include:

- providing necessary technology 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;
- 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 and advocate counselors who work directly with participating children, with parents who are unable to attend those conferences at school; This is accomplished by offering guidance services to parents during evening hours.
- The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

Olympus Academy's CBO, New York Center for Interpersonal Development (NYCID) is already involved with the school by providing daily attendance outreach to parents of absent children, which includes phone contact, conferences and home-visits.

PART IV ADOPTION

Department of Education of the City of New York
Olympus Academy

Seth Schoenfeld, Principal

This policy will be adopted by Olympus Academy on 10/01/10 and will be in effect for the period of 2010-11. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2010

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

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.

See Section IV of CEP.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o 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.
- Inquiry Team – Our entire staff is part of the inquiry team. We meet every Thursday to discuss our target population and their growth. As a group we have worked with both available quantitative (i.e. ARIS, HSST) and qualitative/formative (i.e. student work) data. The work completed here has helped us to successfully choose our target population and decide what academic interventions to implement. This work led us to developing a literacy program for our struggling readers and organizing a tutoring program before and after school. Next steps include continuing to monitor our target population in order to use the successful practices throughout the school and for all students.
- Two-Week Benchmarks – As is customary in transfer schools, each teacher is expected to give a formal assessment every two weeks. Subsequent to the assessment, a progress report is generated for every student. This report includes a grade for (1) Formal Assessment; (2) Class work; (3) Homework; (4) Participation; and (5) Do-now. Progress reports are distributed and reviewed with students and parents. At the end of the cycle we collect and distribute passing rates and share apparent trends at our staff meetings. The process has allowed us to make all school community members aware of the successes and challenges of our instructional model on an ongoing basis. In comparison to our students' passing rates at the schools they attended last year, they have improved drastically. On average, our students are on pace to earn upwards of 11 credits for the school year. We are currently trying to promote more conversation between student and teacher in regards to goal setting and expectations with use of the benchmark system. To do this teachers have been asked to spend time during benchmarks to hold short one-on-one conferences with each of their students. We believe this process would benefit by having staff review trends in passing rates on a more regular basis and with more opportunity to review how the given assessment resulted in higher or lower successes. Next steps include using our Professional Learning Communities (PLCs) to review the design and content of their assessments in a collegial setting.
- Attendance Data – Attendance data is reviewed regularly by staff. A binder is kept and reviewed in monthly attendance meetings. The data is broken down by daily, weekly and monthly rates as well as by advisory group. Graphs are created on a monthly basis to see trends internally and against other transfer schools. In addition, counselors work daily to inform parents of attendance. Attendance is reported in both ATS and our internal recording and data collection system called Powerschools. Use of this data helped us revamp our attendance taking and outreach program. Since changing these processes, we have seen a drastic increase in student attendance with over a 70 percent attendance rate for the month of February for a student population with a history of truancy and high absenteeism. Our increase in attendance for February and March compared with previous months was over 4%, the highest amongst New Vision transfer schools. Next steps include working with students to see how their attendance directly influences their opportunities for success.
- Powerschools – This is our internal data gathering system. It allows us to track all pertinent data, including but not limited to historical and current grades, graduation progress, attendance, interaction and counseling logs, demographic information, schedules and Regent's exam results. All staff members have been thoroughly trained to input data and

retrieve information and reports from this system. We have been successful at using this system to monitor student progress and expedite programming. In addition, staff has found it useful to collect data and check progress of individual students.

- ARIS – All DOE staff members have been shown how to access the system. Five have attended the complete training series and the rest will go in the near future. The system has helped us schedule students and plan curriculum accordingly.
- PTA/SLT Meetings – These meetings have allowed us to disseminate data throughout the school community, while having parent, student and staff voice as incorporated into the planning process. We continue to struggle with parental involvement. We plan on more parent outreach to increase involvement, involving parents already active in school to assist us in this effort.
- Curriculum Development – Teachers have gone through three phases of professional development to allow them to efficiently create curriculum that sets high expectations and goals for all students, and a plan for obtaining these goals. The first phase was a summer institute that introduced and trained teachers to use the *Understanding by Design* instructional model to create unit and lesson plans. Use of such a model and its templates enables teachers to set goals and objectives for their students prior to creating the learning activities that help students reach these goals. The second phase includes an onsite curriculum/instructional coach from the Center for Urban Education (CUE) to help continue to plan and adjust learning activities and goals. The coach also helps teachers incorporate literacy and learning strategies into their lesson plans. The final phase is a monthly Saturday training that furthers the teachers' development in these areas. Teachers are asked to reflect on the successes of their curriculum and lesson plans in a weekly PLC with the curriculum coach. Subsequently, curriculum is constantly revised to set high expectations and goals for our students, as well as methods for obtaining such standards.

3. Instruction by highly qualified staff.

See CEP Appendix IV - #8

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.
- Professional Development – This takes the form of the curriculum development described above as well as through one-day onsite professional development and ongoing development activities such as mentoring, PLCs, and peer observation.
 - Framework for Effective Instruction (FEI) – The support of FEI has allowed teachers to successfully incorporate literacy strategies into curriculum. We use their templates and evaluation forms to evaluate and revise our curricula and lessons, perform observations and create engaging learning activities. In addition, FEI has allowed teachers to focus on conceptual understanding that benefits students across different subject areas.

- Professional Learning Communities – Staff meets twice a week to focus on instruction, teaching and learning. This collegial setting has helped teachers continue to make and improve decisions regarding curriculum, teaching and assessment.
- Staff Meetings – During weekly staff meeting we reflect on organizational and instructional strategies to improve the school.
- Literacy Across the Curriculum – Trainings have prepared teachers to explicitly teach literacy strategies in all classes. We focus on student literacy and reasoning while at Olympus Academy.
- Summer Institute – Three weeks of the summer were focused on building staff capacity around writing curriculum, understanding how to provide engaging instruction with a focus on literacy and higher order thinking. Administration and staff worked together to develop curricula with use of *Understanding by Design*.
- Differentiated Supervision – Every staff member is expected to engage in a minimum of six observations throughout the year. The year started with a goal-setting and plan and support conference with the principal. Throughout the year there are three formal observations conducted by the principal with the remainder of the observations are selected from options such as peer intervisitation, focused observation and video observation. Formal feedback is given subsequent to each observation regardless of format. In addition, the principal does weekly walkthroughs.
- Curriculum/Instructional Coach – A contracted coach from Center for Urban Education (CUE) comes on a weekly basis to visit class, offer feedback on curriculum and instruction, and meet with teachers both individually and as a group. Tuesday PLCs are facilitated by our coach.

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

- a. The school is currently fully staffed. However, during the hiring process we attend hiring fairs facilitated by the NYCDOE and New Visions for Public Schools.
- b. We have a hiring committee that carefully selects highly qualified candidates.

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

See CEP Section V

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.

N/A

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.

- Inquiry Team - **SEE ABOVE**
- Benchmarks - **SEE ABOVE**

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.
 - Benchmarks
 - Before/ After-school Tutoring
 - Saturday Enrichment Program

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.
 - Our community based organization, New York Center for Interpersonal Development (NYCID) works with our students to provide constant support in this area. They provide a fully trained mediation and violence prevention team to our school. In addition, their counselors support students to live a healthy life-style. Finally, they provide our school with a Learning To Work Grant that provides up to 90 students paid internships.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$147,883		
Title I, Part A (ARRA)	Federal	✓			\$46,688		
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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.

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

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;

4. Coordinate with and support the regular educational program;

-
- 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) 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.

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)

1

2. Please describe the services you are planning to provide to the STH population.

Our school guidance counselor in collaboration with the advocate counselors provided by our community based organization, New York Center for Interpersonal develop hold one-on-one counseling sessions with this student. They are to ensure that the student is living as safe and healthy a lifestyle as possible. In addition, they support them with addition academic and social support services.

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).
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 in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Olympus Academy						
District:	18	DBN:	18K635	School		331800011635	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	53	63	57				
Grade 10	54	81	78				
Grade 11	40	49	33				
Grade 12	2	6	9				
Ungraded	0	0	0				
Total	149	199	177				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
		87.0	74.3

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
		66.2	76.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
		8	3

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
		3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		22	18
# in Collaborative Team Teaching (CTT) Classes	0	3	2	Superintendent Suspensions		6	3
Number all others	8	10	9				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants		0	0
Early College HS Program Participants		0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		10	14
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		3	3
# receiving ESL services only	0	0	TBD	Number of Educational Paraprofessionals		0	0
# ELLs with IEPs	0	0	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		37	160	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		20.0	21.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		50.0	50.0
American Indian or Alaska Native	0.0	0.0	0.6	% core classes taught by "highly qualified" teachers		100.0	100.0
Black or African American	84.6	84.9	85.9				
Hispanic or Latino	10.7	11.6	11.9				
Asian or Native Hawaiian/Other Pacific	0.7	0.5	0.0				
White	4.0	3.0	1.7				
Male	51.7	54.3	55.9				
Female	48.3	45.7	44.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA vsh	Math vsh	Grad Rate**	
All Students				vsh	vsh		
Ethnicity							

American Indian or Alaska Native						
Black or African American				vsh	vsh	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial						
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				vsh	vsh	
Student groups making				3	3	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10			Quality Review Results – 2009-10			
Overall Letter Grade:	NR		Overall Evaluation:			P
Overall Score:			Quality Statement Scores:			
Category Scores:			Quality Statement 1: Gather Data			P
School Environment:			Quality Statement 2: Plan and Set Goals			P
<i>(Comprises 15% of the</i>			Quality Statement 3: Align Instructional Strategy to Goals			P
School Performance:			Quality Statement 4: Align Capacity Building to Goals			WD
<i>(Comprises 25% of the</i>			Quality Statement 5: Monitor and Revise			P
Student Progress:						
<i>(Comprises 60% of the</i>						
Additional Credit:						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 18	School Number 635	School Name Olympus Academy
Principal Seth Schoenfeld	Assistant Principal P.J. Murray		
Coach	Coach		
Teacher/Subject Area Tegan Costanza/Math	Guidance Counselor Maxine Garcia-Davis		
Teacher/Subject Area Athena Costanza/ESL	Parent Erica Jaudon		
Teacher/Subject Area Frank Queris/English	Parent Coordinator NYCID		
Related Service Provider Athena Costanza	Other Erin Neubauer-Keyes		
Network Leader Chad Vigniola	Other		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	200	Total Number of ELLs	2	ELLs as Share of Total Student Population (%)	1.00%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
- All students are given the HLIS upon enrollment along with a formal parent orientation. The guidance counselor with assistance from the advocate counseling staff conducts the interviews and administers the HLIS. Should the LAB-R and initial assessment prove necessary, the ESL teacher administers both. The ESL teacher administers, grades, and assesses the results of the NYSESLAT annually. These results inform the instruction of the following school year in the freestanding ESL classes, based on the sections of the NYSESLAT that reveal the least amount of progress.
 - All three program options are explained after the HLIS and subsequent LAB-R are administered. We have staff fluent in Spanish and Haitian Creole, as well as a certified ESL teacher. The DOE provides translators upon request for any other language.
 - All letters and forms to our ESL parents have been distributed in both the native language and in English. The ESL teacher, Athena Costanza, is responsible for distribution and collection. We have intake documents, welcome letters, and orientation materials available in Spanish, Haitian Creole, French, and Arabic.
 - Once identified as ESL, students are placed in a push-in ELA class with one ESL teacher and one ELA teacher for 180 minutes a week. They also receive additional instruction in a freestanding ESL class at the end of the day for an additional 180 minutes a week. Parents are notified in person as this placement is part of the initial intake process. Progress reports in English as well as their native language are sent home every two weeks. School memos are mailed and backpacked in both languages.
 - Over the past two years, Olympus Academy has only had four students total who were already designated as ESL. Parents opted for their children to remain in the self contained and push-in ESL classes.
 - The program model offered at Olympus Academy is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL					1					0
Total	0	0	0	0	1	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										0	0	0	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Yiddish										0	0	0	0	0
Other										0	0	0	0	0
TOTAL	0													

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish	0	0	0	0	0	0	0	0	0	0	
Chinese	0	0	0	0	0	0	0	0	0	0	
Russian	0	0	0	0	0	0	0	0	0	0	
Korean	0	0	0	0	0	0	0	0	0	0	
Haitian	0	0	0	0	0	0	0	0	0	0	
French	0	0	0	0	0	0	0	0	0	0	
Other	0	0	0	0	0	0	0	0	0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											1			1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

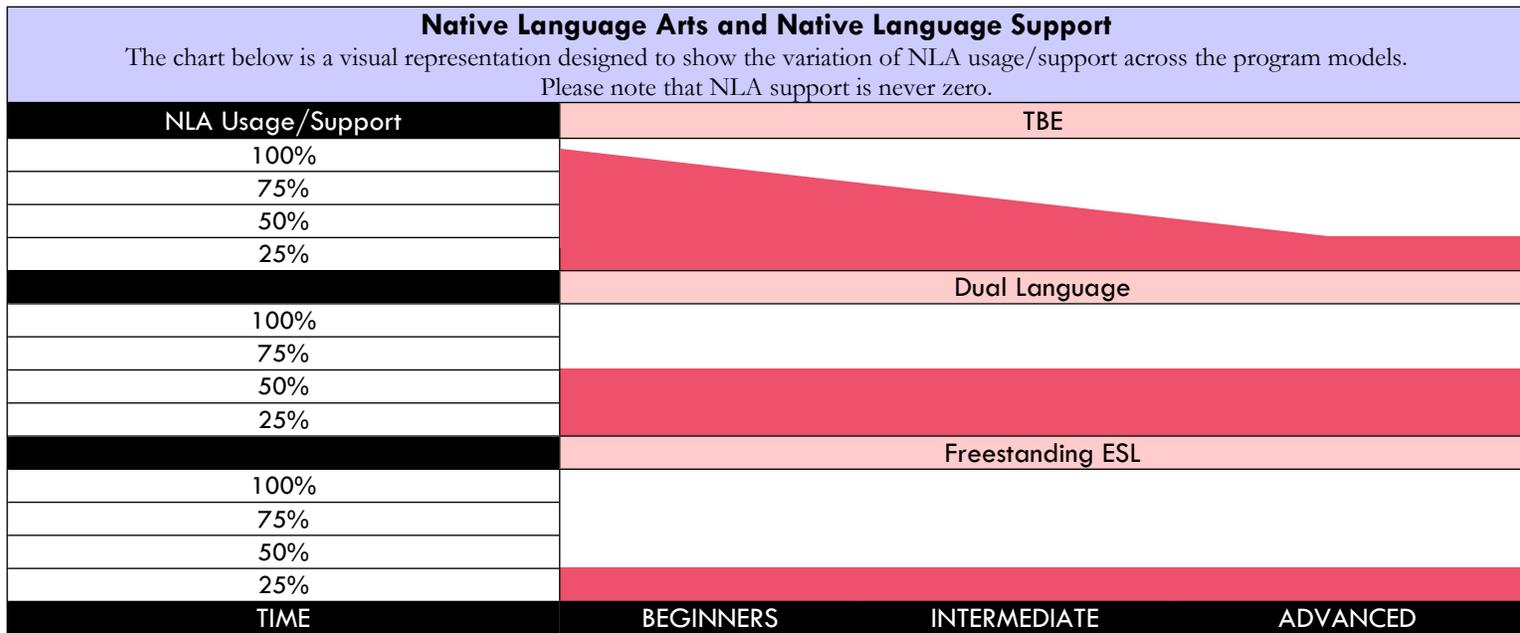
1. a. There are two classes offered at Olympus Academy. One is a Push-In (Co-Teaching) ELA class with both an ELA and ESL teacher. There is also a self-contained ESL resource period at the end of the day to supplement and support instruction through all the disciplines.
 - b. The program models are ungraded heterogenous classes.
2. The ESL teacher provides explicit ESL instruction for 360 minutes a day (180 minutes in freestanding and 180 minutes in push-in). The freestanding ESL focuses in the content areas other than ELA, which is provided in the ELA class.
3. All content area classwork and homework are reviewed and supported during the self-contained ESL class. The students have access to native language materials through print and online media for enrichment and support. So far, Olympus Academy has only needed Spanish and Haitian Creole materials. As needed, other language print materials will be purchased.
4. a. In addition to the 360 minutes of ESL instruction, SIFE students receive one on one and group counseling (once a week for each).
 - b. ELLs in US schools for less than three years (in addition to the 360 minutes of ESL instruction) also receive Saturday enrichment with the ESL teacher and after-school tutoring specifically designed to work on literacy skills.
 - c. ELLs receiving service 4-6 years (in addition to the 360 minutes of ESL instruction) receive after school tutoring to work on comprehension and test taking strategies.
 - d. Long term ELLs (in addition 180 minutes of ELA and 180 minutes of ESL instruction) receive tutoring for Regents and the NYSESLAT exams from 8:25AM-9AM every morning with the ESL teacher.
 - e. All ELLs identified as having special needs will receive all of the services (a-d), as well as the program designated on their IEP.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

5. The ESL teacher co-teaches with the ELA teacher and plans differentiated activities for the ESL students. The ESL teacher meets with each content area teacher once a week to conference about the individual students, discussing strengths, challenges, possible interventions, and upcoming lessons, so that the ESL teacher can support their work and the student.
6. ELLs reaching proficiency on the NYSESLAT will remain in the push-in ELA class for two years in order to continue to receive support with literacy and exam prep. They will still have all of the after school and Saturday tutoring available to them.
7. A new program and improvement considered for the upcoming school year is the iZone program which will incorporate blended learning (a mix of traditional and online classes).
8. No programs/services will be discontinued.
9. All students in Olympus Academy, including ELLs, have lunch, after school, and Saturday tutoring and enrichment available to them.
10. Instructional materials include native language print materials as well as access to online translation programs. Every classroom has a library that also contains literature and textbooks written in Spanish and Creole. There are Spanish and French dictionaries available. Our computer lab allows access to websites and documents in our ELLs native language. When ELLs of other languages enroll in our school, Olympus will purchase those native language materials as well. Every teacher uses appropriate curriculum materials, textbooks, and instructional aids, which promote critical thinking skills and reflect standards-based work and higher order thinking.
11. Native language support is delivered through the ESL model through native language print materials and internet resources.
12. Required services support and correspond to ELLs ages and grade levels.
13. Before the beginning of the school year, newly enrolled ELLs meet with their assigned advocate counselor for a one on one session. As a group they participate in a formal orientation and interview with their parents. On the first day of school, they are assigned a student mentor. They receive one on one and group counseling throughout the rest of the year.
14. Spanish language electives are offered to all students, including ELLs.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Provide professional development in conjunction with the Center for Urban Education, during faculty conferences and summer institute on scaffolding strategies, cooperative learning, differentiated instruction, Understanding by Design, Principles of Learning, Bloom's Taxonomy, and questioning techniques to improve instruction and support the development of our ELL students
Provide differentiated supervision to each teacher to ensure that curriculum and teaching are aligned to our goals and that our ELL students are being serviced
Saturday trainings provided on literacy development.
QTEL Training for all content area teachers.
Professional Learning Communities (PLCs) weekly require teachers working together to plan, look at student work, and assess needs
2. Not Applicable.
3. See answer #1.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents are involved in the intake process from the beginning. Our guidance counselor provides translation in Spanish and we request translators for other languages as needed. Intake documents, welcome letters, and orientation materials are available in Spanish, Haitian Creole, French, and Arabic. A Parent Orientation Meeting for all parents will take place prior to the beginning of school. An ELL meeting with the LAP committee, translators, and ELL parents and students will also take place prior to the beginning of school, to inform parents about the ESL program and our academic offerings. Parents receive progress reports every two weeks. Olympus Academy holds several family nights throughout the year.

2. Olympus Academy is partnered with NYCID to provide workshops and services to all parents, including ELLs. Some activities include:

Parents of ELLs are invited to all parent/community activities, which include:

- orientation sessions for newly enrolled students
- parent/teacher conferences
- parent work shops on content areas
- results of standardized testing meetings
- promotion ceremonies
- awards ceremonies
- graduation

3. Parents are evaluated based on the results from the intake and formal interviews, as well as the parent surveys.

4. Activities are changed and adapted based on the results of the interviews and surveys.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

NYSESLAT Modality Analysis

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
--------------------	--	--	--	--	--	--	--	--	--

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		1	
Math <u>A</u>			1	
Math <u>Algebra</u>	1			
Biology				
Chemistry				
Earth Science				
Living Environment				1
Physics				
Global History and Geography	1		1	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Not Applicable.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		