



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

OLYMPUS ACADEMY

SCHOOL: 18K635

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SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Seth Schoenfeld	*Principal	
Tegan Costanza	*UFT Chapter Leader	
Karen Muntu	*PA/PTA President or Designated Co-President	
Shannon Rodriguez-Cola	DC 37 Representative	
Sonyca Mercure	Student Representative	
Ancil Morris	Student Representative	
Dina Molina	Community Member	
Mike Pollicino	Teacher	
P.J. Murray	Assistant Principal	
Teria McGhee	Parent	
Irene McDavid	Parent	
Candace Gonzalez	Community Member	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2012 develop a digital course catalog complete with fully developed curricula that contain skill maps aligned to Common Core standards for all major subject areas

Comprehensive needs assessment

Our participation in NYCDOE's iZone pilot in 2010-11 was successful on many levels and we were widely praised for our implementation of digital learning.

Initially, the launch of online learning at Olympus was dependent on commercially available vendor curricula. This initial dependence allowed our teachers to interact with fully actualized online curricula in order to help them evaluate and establish their own beliefs about what constitutes effective online instruction. Use of these curricula, however, was always intended as a temporary measure until Olympus teachers were prepared to develop their own online curricula.

During our use of the vendor curricula we were able to make some observations consistent with our initial beliefs: First, teachers showed a lack of personal investment in the curriculum. The essentially creative aspect of teaching had been compromised, and teachers were dissatisfied with the content and presentation of the vendor curricula. Because of this, many teachers spontaneously began to augment or completely replace vendor content with their own teacher-created online content.

Second, we observed that student interest in commercially available vendor curricula, while initially very high, waned rapidly. As teachers modified or replaced curriculum materials with their own, the student body largely expressed a preference for the teacher-created materials.

Instructional strategies/activities

To date, we have made considerable investment in developing in-house online curricula. Starting last spring and working through the summer, building on the spontaneous work of teachers from last year, we devoted professional development time and per-session funding to help our teachers create their own online curricula. This undertaking is vast, and though some reliance on vendor curricula is and will remain necessary, particularly in the arena of elective course offerings, it is our intent that, by year end, the bulk of our core courses will be delivered in the form of teacher-created blended learning.

To this end, in addition to the aforementioned investment, we will continue to devote professional development time to meeting this goal. Our curriculum/literacy coach, contracted through reDesign, will work throughout the year with teachers to ensure that curriculum developed is of high quality while simultaneously helping them to align existing skill maps with the Common Core.

Strategies to increase parental involvement

- Send out mailing, daily phone calls, parent workshops and access to our school website to provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology and giving them access to our online curriculum so that they may track student progress from home;
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Hold workshops and monthly parent meetings to provide assistance to parents in understanding City, State and Federal standards and assessments;
- Conduct daily outreach, mailings and online postings to share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Make curricula accessible to parents and families;

- Invite families in to partake in our college-application curriculum and financial literacy program.

Strategies for attracting Highly Qualified Teachers (HQT)

- We are fully staffed with 100% HQT.

Service and program coordination

- We are working with the NYCDOE iZone to roll out a completed blended online course catalogue.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Teacher per session (2 days per week) for differentiated professional development.
- A curriculum and instruction coach from reDesign is contracted to support curriculum development and facilitate weekly professional development sessions.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012 improve instruction through a well-developed observation protocol as measured by significant gains in Regent results. Our improved instruction will lead to a 5% increase in the passing rate on either Math or ELA regent exams.

Comprehensive needs assessment

Due to our continued participation in iZone, teaching and learning at Olympus Academy looks very different from prior years and from other schools. Our implementation of blended learning means that neither our lessons nor our classrooms conform to traditional standards, and so it is impractical to apply traditional observation methods to our courses. School administrators find themselves hamstrung by the confines of standard observation protocols. Classroom intervisitation by teachers is likewise somewhat informative but ultimately largely superficial. As students work asynchronously, classroom observations are limited to generalizations about student conduct and reveal little about the overall educational experience.

Instructional strategies/activities

This year, as we transition to the Danielson framework, we will be able to rely on discrete instructional elements to provide a comprehensive picture of learning at our school. These elements may include a curriculum review conducted by staff and facilitated by our curriculum/literacy coach, a classroom environment survey conducted by our school leadership team, evaluation of classroom artifacts conducted as a roundtable, and sharing of best practices during school professional development time. These activities will be ongoing throughout the year.

Strategies to increase parental involvement

- Send out mailing, daily phone calls, parent workshops and access to our school website to provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology and giving them access to our online curriculum so that they may track student progress from home;
- Hold workshops and monthly parent meetings to provide assistance to parents in understanding City, State and Federal standards and assessments;
- Conduct daily outreach, mailings and online postings to share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Outreach to ensure the school receives useful feedback from parents regarding instructional practices.

Strategies for attracting Highly Qualified Teachers (HQT)

- We are fully staffed with 100% HQT.

Service and program coordination

- City's introduction of the Danielson framework for observations will be adapted.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012 improve attendance and academic success by increasing the level of parent engagement, we will create a school-wide incentive program to reward incremental behavior toward good attendance/academic behaviors.

Comprehensive needs assessment

Given that students cannot learn if they are not in school, the greatest barrier to success for our student population is historically poor attendance. Last year, we approached this problem by increasing parent outreach measures. Attendance, however, fell during the 2010-11 school year.

Instructional strategies/activities

For the current year, we will develop, create and implement a program that rewards student who demonstrate positive attendance and academic behaviors with tangible prizes. For example, a student who has perfect attendance or earns a designated number of credits will receive a school sweatshirt. Awards will be cumulative, so that continued positive behavior will entitle students to increasingly desirable goods.

Strategies to increase parental involvement

- Send out mailing, daily phone calls, parent workshops and access to our school website to provide materials and training to help parents work with their children to improve their attendance and achievement level, e.g., literacy, math and use of technology and giving them access to our online curriculum so that they may track student progress from home;
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Use our Community Based Organization (NYCID) to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress and always have a person in the school they can contact;
- Hold workshops and monthly parent meetings to provide assistance to parents in understanding City, State and Federal standards and assessments;
- Conduct daily outreach, mailings and online postings to share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

Strategies for attracting Highly Qualified Teachers (HQT)

- We are fully staffed with 100% HQT.

Service and program coordination

- The City's Learning To Work (LTW) grant will be used to offer students and families engaging activities and internships.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs.
- Funding will be set aside 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.
- Contract a CBO to help with out-reach efforts.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	20	20	20	20	20			
10	146	146	146	146	146	22	22	
11	23	23	23	23	23			
12	21	21	21	21	21			

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
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-on-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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- Send out mailing, daily phone calls, parent workshops and access to our school website to provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology and giving them access to our online curriculum so that they may track student progress from home;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- using our Community Based Organization (NYCID) to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress and always have a person in the school they can contact;
- hold workshops and monthly parent meetings to provide assistance to parents in understanding City, State and Federal standards and assessments;
- daily outreach, mailings and online postings to share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- enroll our counseling staff in a series of professional development opportunities to help educate them on how to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community. Counseling staff meets weekly to discuss;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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 –

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

- 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:
 - Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
 - 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:

- Involving parents in the regular activities of the school
- 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:

- School letters are translated and ELL students are provided with native language letters of school events
- Translation services information are posted in the school lobby in the appropriate native languages

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- 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.

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 18K635 **School Name:** Olympus Academy

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1

Category: Comprehensive

Intervention: School Quality Review (SQR)

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

As a transfer school, it is mathematically impossible for us to have a significant number of students in a 4-year graduation cohort. Our students come to us over-age and under-credited and accordingly the city measures us on a 6-year graduation cohort.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Over the last year we have developed a completely blended learning model of instruction to allow our students to master skill and content material at a pace best suited for them. Each student engages in coursework in an asynchronous manner and is only given credit after proving mastery of the material. This also allows students to access learning from anywhere. This availability helps to address the needs of a student population that has been historically disengaged and truant.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

We used this funding to pay for a curriculum/instruction coach who is at the school once a week. She spent time over the summer and throughout the school year working with staff to create curriculum and assessments that ensure the skill development necessary to improve credit accumulation, Regents passing rates and graduation, as well as college readiness.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All first- or second-year teachers are given a mentor. The mentors meet with their mentees regularly and both parties are obligated to do inter-visitations. Additionally, we add targeted PD for our newer teachers, including classroom management and literacy across curriculum workshops.

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.

Our counseling staff who perform daily outreach to families will notify parents via phone calls. Our bilingual counselors will handle the phone calls to non-English speaking households. Additionally, a form letter will be sent home.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado/Alexis Penzell	District 18	Borough Brooklyn	School Number 635
School Name Olympus Academy			

B. Language Allocation Policy Team Composition [?](#)

Principal Seth Schoenfeld	Assistant Principal P.J. Murray
Coach type here	Coach type here
ESL Teacher Athena Costanza	Guidance Counselor Maxine Garcia-Davis
Teacher/Subject Area Tegan Costanza/Math	Parent Karen Muntu
Teacher/Subject Area Frank Queris/ELA	Parent Coordinator NYCID
Related Service Provider Athena Costanza	Other type here
Network Leader Alexis Penzell	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	200	Total Number of ELLs	3	ELLs as share of total student population (%)	1.50%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. 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](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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.)
6. 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. 

1 a. Steps

1. Olympus is a transfer school. One of the entrance requirements is to have been enrolled in high school for at least a year. Most students have the HLS already in their permanent record file. Should a student new to the NYCDOE system enroll at Olympus, a Home Language Survey would be administered by the trained ESL teacher and the informal oral interview would be administered jointly by that same ESL teacher and the trained Spanish-speaking guidance counselor (should the language be Spanish) or a translator in the Native language provided for by the NYCDOE. All students current Home Language Surveys are reviewed upon enrollment and a formal parent orientation is given with the Spanish speaking guidance counselor participating for Spanish speaking parents and students. NYCDOE translators provided for other languages. Parent selection letters are provided and collected at the orientation. Should a parent miss the meeting the letter (in both languages) is backpacked and mailed, and a follow-up call is given to ensure the letter's return. Olympus has never had to administer LAB-Rs. Should that prove necessary, the ESL teacher along with the trained Spanish speaking guidance counselor would administer and assist grading of the LAB-Rs. NYCDOE translators would provide the assistance for the other languages. The ESL teacher would return the materials within the 10 days to the central assessment office.

2. The guidance counselor with assistance from the advocate counseling staff (all trained in HLIS administration) conducts the interviews and administers the HLIS for new students to the country. Should the LAB-R and initial assessment prove necessary, the ESL teacher administers both.

b. Persons responsible

1. The guidance counselor speaks Spanish. Translators are provided by the NYCDOE for other languages. The ESL teacher administers, grades, and assesses the results of the NYSESLAT annually.

2. 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.

c. Steps NYSESLAT

1. Check the RELC Basis report in ATS to determine who is eligible to take the NYSESLAT.
2. A testing schedule (with alternate makeup dates) are handed in to testing coordinator for approval.
3. The ESL teacher sends out a notification letter (in both languages) to the parent and student detailing the times and dates for the individual and group portions of the NYSESLAT.
4. A reminder phone call home is given the day before the test.
5. The test is given in a separate location.
6. The students are given the speaking portion of the test individually on their own date and time in a separate location.
7. The reading, writing, listening portions of the test are group administered in a separate location. Any student who misses the test date are given the test during a makeup date within the administration period.
8. Any IEP students are tested according to the test accommodations as per their IEP.
9. The ESL and 2 ELA teachers (all trained in NYSESLAT grading), grades the writing portion.
10. All restricted and unrestricted materials are returned securely.

2. Structures for ensure parents understand all three program choices

a. Process-Should Olympus enroll a student that needs to fill out a Home Language Survey and be administered the LAB-R, all three program options will be explained and selection surveys will be given during the parent orientation. This happens the day after enrollment (Olympus has rolling admission). We have staff fluent in Spanish, as well as a certified ESL teacher. The DOE provides translators upon request for any other language. Olympus currently has an ESL program that is aligned with parent requests. Should a parent choose another program and should Olympus receive 15 students with the same request, that program will open. Parents will be notified by mailing and backpack in both languages, and a phone call home (translators provided) will also ensure parents are immediately informed.

b. Mailings, backpacked letters, and phone calls are made to ensure that every parent receives and understands all the information and choices, and that the surveys are returned.

3. All entitlement letters, parent surveys, and program selection 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. The parent surveys and selection letters are collected right after orientation. Parent orientation is required for students entering our school. Should a parent want to take it home before returning the surveys and letters, phone calls, emails, and reminder letters home will be made to ensure a timely return. The entitlement letters, parent surveys, and selections forms (currently three) are kept in a separate student binder in the ESL teacher's office.

4. Once identified as ESL, once parent survey and selection letters are filled out and returned, students are placed in the ESL program- an ELA class with one ELA teacher (who confers and collaborates with the ESL teacher) for 300 minutes a week. They also receive instruction in a freestanding ESL class for an additional 300 minutes a week. Once a parent has made their selection, they are notified in person and given a placement letter as this placement is part of the initial intake process. Progress reports in English as well as their native language are sent home every four weeks.. School memos are mailed and backpacked in Spanish. Should there be any other home languages, those will be sent out in those languages as well. Records are kept in a binder. Once NYSESLAT scores are released, score reports as well as continued entitlement forms are mailed and backpacked to the parents. These are then placed in the student binder in the ESL teacher's office. All parents thus far have opted for ESL instruction.

5. Over the past three years, Olympus Academy has only had six students total who were already designated as ESL. Parents opted for their children to remain in the self contained and push-in ESL classes. Based on data from forms. If we get 15 students requesting bilingual, we will hire a bilingual teacher, and offer that program.

6. 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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained											1			1
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	1	0	0	1

B. ELL Years of Service and Programs

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

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				2		1	1			3
Total	0	0	0	2	0	1	1	0	0	3

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. There is currently one class of self-contained ESL offered at Olympus Academy. The class is an hour long so 300 minutes of ESL instruction is provided. The ESL teacher confers and collaborates with the ELA teacher for the English class (also 300 min a week) to differentiate the instruction and provide support for the literacy strategies.
- b. The program models are ungraded heterogenous classes.
2. The ESL teacher provides explicit ESL instruction for 300 minutes a week (classes are an hour long). 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 ESL teacher has access

A. Programming and Scheduling Information

to the students' online curriculum and what skill are being assessed. The ESL teacher works on the literacy strategies with the ESL students using the actual content of the content area teachers. 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. The ESL teacher in conjunction with the Spanish speaking guidance counselor (and Haitian Creole translators) create the same assessments given to the student in English in their content areas in order to highlight the most challenging areas of need for extra instruction.

5. a. In addition to their required minutes of ESL & ELA instruction, SIFE students will 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) will also receive Saturday enrichment with the ESL teacher and after-school tutoring specifically designed to work on literacy skills. Olympus Academy does not currently have these students.

c. ELLs receiving service 4-6 years (in addition to the 180 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) will 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. The ESL teacher confers 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. Olympus uses the ILearn platform to create and differentiate curriculum to align with the common core standards as well as assess skill level and proficiency level.

7. ESL students treat the ESL self-contained class as tutoring. They see the one-on-one (only a group of 3) instruction as an opportunity to move ahead in other content area work as well as enhance their math and literacy skills.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

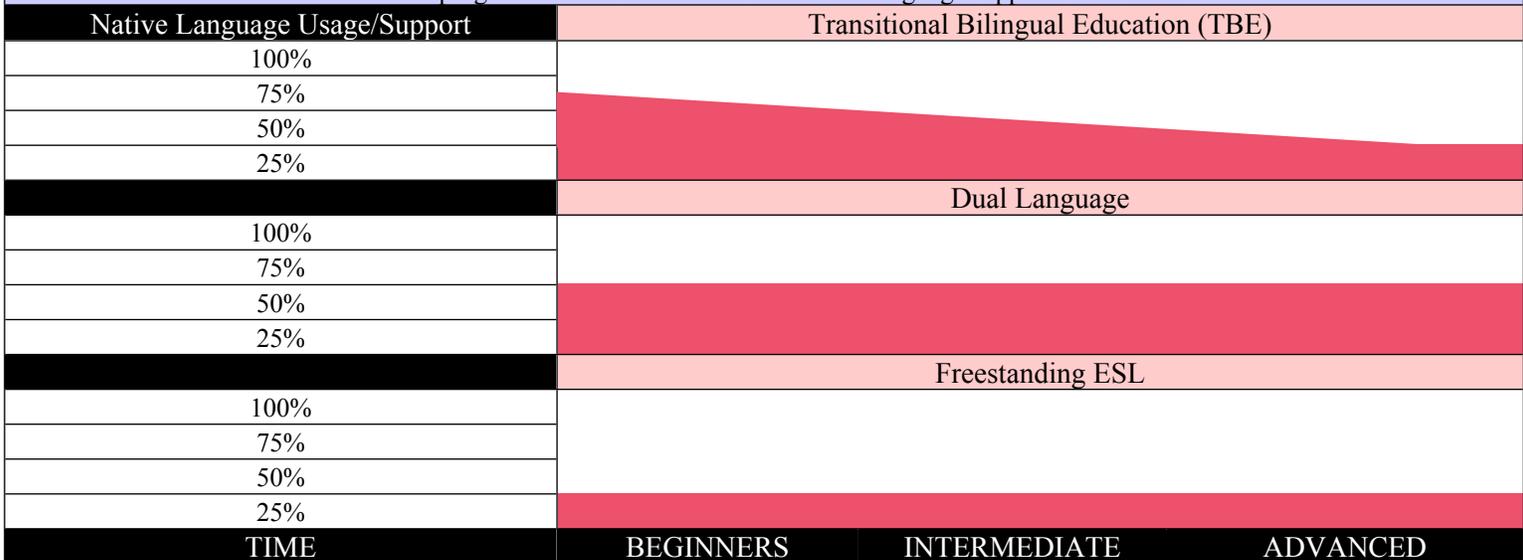
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?

B. Programming and Scheduling Information--Continued

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

8. The ESL teacher confers 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.
9. ELLs reaching proficiency on the NYSESLAT will remain in the collaborative 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.
10. The iLearn program which incorporates blended learning (a mix of traditional and online classes) will continue. This program allows ESL (and all) students to work at their own pace and earn their credits asynchronously.
11. No programs/services will be discontinued.
12. All students in Olympus Academy, including ELLs, have lunch tutoring, after school (dance, basketball, sewing), and Saturday tutoring and enrichment (SAT prep, basketball, regents prep) available to them. There are not enough students for extra Title III programs
13. 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. All of Olympus' classrooms have computers which allows access to websites and documents in our ELLs native language, as well as translation software online. 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.
14. Native language support is delivered through the ESL model through native language print materials and internet resources.
15. Required services support and correspond to ELLs ages and grade levels.
16. 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.
17. Spanish and French 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. All records of teacher training for ELLs (and all training) are kept in the file for employee records. A copy of training hours are kept in ESL binder.

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 needs 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)														0
Advanced (A)										1	2			3
Total	0	0	0	0	0	0	0	0	0	1	2	0	0	3

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										1			
READING/ WRITING	B													
	I													
	A										1			
	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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1			
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math <u>Algebra</u>	2			
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	1			
US History and Government	1			
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)									

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
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- Olympus has assessed the early literacy skills of all students including ESL with a teacher made assessment designed to assess skills in determining importance, inferencing, questioning, activating schema, and predictions. Our school is an iZone school. The results of that assessment determines the curriculum path the student follows according to how much skill practice is needed. There is also one for math skills.
- Our three students are advanced ESL having all been in for 5+ years. Two students just transferred. The result of the other student's NYSESLAT exam is that she is Proficient in all areas except for writing.
- Knowing that the student is not proficient in the writing portion has made the school begun a paragraph writing intensive where all subjects follow the same format and require the same topic sentence, evidence, analysis, and concluding sentence.
- No student has taken an assessment in their Native language to compare as they are all more comfortable with English and have expressed that they cannot read in their native language having more experience reading in English.
 - The school leadership team and teachers use the results of the Periodic assessments to predict regents exam success as well as highlight the challenging areas not only for ELLs but for all populations. Skills that are highlighted as being below proficient are being added to the curriculum in the form of skills workshops in the ELA, Math, and Social studies classes.
 - The school learned that ELLs scores are comparable to the general population in Olympus Academy. As a transfer high school, Olympus enrolls many low-skilled students (many times the reason they disengaged from their original school).
- Not applicable.
- Olympus has never had more than three ELL students at once. There is not enough data to evaluate success as of yet. The three current students are currently being tracked (data in ESL binder) through attendance, assessments, progress reports (bi-weekly). Last year, a push-in model was employed for the two students. This year the self-contained is being tried to give those ELLs one-on-one instruction and help in their other classes.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Olympus Academy</u>		School DBN: <u>18k635</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Seth Schoenfeld	Principal		11/22/11
P.J. Murray	Assistant Principal		11/22/11
	Parent Coordinator		
Athena Costanza	ESL Teacher		11/22/11
Karen Muntu	Parent		11/22/11
Tegan Costanza/Math	Teacher/Subject Area		11/22/11
Frank Queris/ELA	Teacher/Subject Area		11/22/11
	Coach		
	Coach		
Maxine Garcia-Davis	Guidance Counselor		11/22/11
	Network Leader		
Dina Molina	Other <u>Program Director</u>		11/22/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 18k635 **School Name:** Olympus Academy

Cluster: 563 **Network:** New Visions

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.

Olympus Academy is a transfer school employing a rigorous intake process that involves several student and parent interviews. Once a parent is identified as needing a translator, there is a procedure to ensure all communication goes smoothly.

1. All parents whose primary language is not English will receive the Bill of Parents Rights and Responsibilities.
2. If a parent needs a Spanish translator, our guidance counselor and phys ed teacher speak Spanish fluently.
3. Should a parent need translating in another language, the I Speak card (at the security desk) is presented to the parent to identify the language.
4. All data regarding parents (and students) whose first language is not English is kept in the ELL binder in the ESL liaison's office.

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.

Olympus Academy, so far, has only gotten parents who need translators in Spanish. All notes home are already translated into Spanish and Haitian Creole. Should another language need to be translated, we will make a formal request to the Office of Translation and Interpretation for the appropriate form and/or interpreter. Findings were reported to the school community during the first week of professional development. Updates will be given once a month if necessary during staff meetings.

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.

1. Olympus Academy provides all notes and memos by mail and through backpack in English, Spanish, and Haitian Creole.
2. The ESL Liaison will be notified of any other language form needs. She will type out the form to be translated and send the request to the Office of Language and Interpretation. Once returned, she will mail and backpack the form to the parent(s).

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.

1. Spanish oral interpretation needs will be provided in-house by the guidance counselor and/or the phys ed teacher, both of whom speak fluent Spanish.
2. The ESL liaison will be notified of any other language needs during the intake process and will make the formal request to the Office of Language and Interpretation. She will keep records in the ESL binder of identified parents so that translation requests can be made ahead of time for any meetings.

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

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by:

1. Immediately receiving the Bill of Parents Rights and Responsibilities once identified as needing a translator on the first day of intake before a student is actually enrolled.
2. Signs are posted near the security desk in each of the covered languages about the availability of translation and interpretation services.
3. The safety plan contains procedures ensuring parents can reach administration despite language barriers.
4. Should the school reach a point where 10% of the population speaks neither English nor a covered language (currently at 1%), signage and

forms of the non-covered language will be obtained from the Office of translation and Interpretation.