



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** ARCHIMEDES ACADEMY FOR MATH, SCIENCE & TECHNOLOGY APPLICATIONS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X367

PRINCIPAL: MS. MIRIAM A. LAZAR

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SUPERINTENDENT: MR. TIMOTHY BEHR

**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
Miriam A. Lazar	*Principal or Designee	
Ivan Borrás	*UFT Chapter Leader or Designee	
Socorro Fernandez	*PA/PTA President or Designated Co-President	
John Catto	DC 37 Representative, if applicable	
Wendy Estrella Emily Gomez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Barbara Hartnett	Member/CSA Rep	
Evelyn Ortiz	Member/UFT	
Milagros Reyes Luciano	Member/Parent	
Edith Cuevas	Member/Parent	
	Member/	
	Member/	
	Member/	

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

At least 75% of all 9<sup>th</sup> grade students will earn 10+ credits.

### **Comprehensive needs assessment**

- Last year launched our 1<sup>st</sup> 9<sup>th</sup> grade. We scheduled classes by quarter cycles and awarded credit by quarter and launched credit recovery every quarter but only were able to run a skeletal summer school. Approximately 55% of our students earned more than 11 credits, approximately 10% earned 10-11 credits and at approximately 20% earned between 8 and 10 credits allowing them to be promoted to sophomore year. We need to fine tune our strategies so that a greater percentage of the students earn 10 or more credits in the first year and the balance make it to at least 8 credits.

### **Instructional strategies/activities**

#### **Activity #1**

- Quarterly Transcript Review: Provide students(and parents) with printout of their transcript each quarter in Living Group to allow for review and understanding of progress and programming needs
  - Target Population(s): Students.
  - Responsible Staff Members: Principal, Guidance Counselor, Living Group Advisors
- Implementation Timeline: Quarterly – November 2011, Feb 2012, April 2012, June 2012 and August 2012

#### **Activity #2**

- Skedula Training and Review: Provide students(and parents) with access code for Skedula system to allow for 24/7 review and understanding of progress and programming needs
  - Target Population(s): Students.
  - Responsible Staff Members: Principal, Youth Development Team, Living Group Advisors
- Implementation Timeline: September 2011 and on-going as needed throughout the year

#### **Activity #3**

- Summer School: Provide students with broader access to needed courses for credit recovery
  - Target Population(s): Students.
  - Responsible Staff Members: Principal, Guidance Counselor, Summer School Staff
- Implementation Timeline: Summer 2012

### **Strategies to increase parental involvement**

- The school will host a curriculum night in October and create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) each month to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook at the beginning of the school year that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link and Skedula parent portals throughout the school year

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Our staff is 100% Highly Qualified – We recruit 7-12 Content area licensed teachers for all of our grades and we hire MS Special Ed 5-9 Generalists and in HS all of our Special Ed Teachers are dual certified in content and Special Ed.

**Service and program coordination**

- NCLB Title I SWP supports teachers' salaries, PD, per-session for afterschool
- Social Work interns from Fordham University to increase our ability to provide counseling to needy students
- Partnership with Steinway Family Services Clinic
- Partnership with Kipps Bay Boys and Girls Club – provides tutoring and recreational supports

**Budget and resources alignment**

1. C4E and Title I SWP funds for per session for extended day to cover credit recovery/acceleration classes
2. Summer school funds allocated for credit recovery/acceleration

**ANNUAL GOAL #2 AND ACTION PLAN****Annual Goal #2**

- To increase parental participation on the Annual Learning Environment Survey to a minimum of 55%

**Comprehensive needs assessment**

- Analysis of the past 4 years parental participation shows an increase from 7 to 32 to 43 to 49% participation even as we are adding a grade and growing by approximately 100 families per year. However, this is still below the city average and below what is necessary in parental support for the school to achieve greater student gains. It correlates to less than adequate participation in other areas such as parent teacher conference attendance, ARIS and Skedula access and PTSA meetings.

**Instructional strategies/activities****Activity #1**

- *Parent Workshops: Provide Parent Workshops to increase parental ability to access ARIS and Skedula using the ARIS grant computers in Parent Coordinator Office*
- *Target Population(s): Parents.*
- *Responsible Staff Members: Parent Coordinator*

*Implementation Timeline: September 2011 through May 2012*

**Activity #2**

- *Create Living Monthly Parent Calendar: Provide parents with a monthly calendar of upcoming events and activities to keep parents informed both online and paper copies*
- *Target Population(s): Parents.*
- *Responsible Staff Members: Principal and Parent Coordinator*

*Implementation Timeline: September 2011 through June 2012*

**Activity #3**

- *School Messenger Phone blasts: Provide Parents with up to date Info via computerized phone message system*
- *Target Population(s): Parents.*
- *Responsible Staff Members: Parent Coordinator*

*Implementation Timeline: September 2011 through June 2012*

**Strategies to increase parental involvement**

- *The school will host a curriculum night in October and create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).*
- *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) each month to share information and respond to parent questions and inquiries.*
- *The school will create and distribute a parent handbook at the beginning of the school year that is translated in all the dominant languages.*
- *Parents will be trained on how to use ARIS Parent Link and Skedula parent portals throughout the school year*

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Our staff is 100% Highly Qualified – We recruit 7-12 Content area licensed teachers for all of our grades and we hire MS Special Ed 5-9 Generalists and in HS all of our Special Ed Teachers are dual certified in content and Special Ed.

**Service and program coordination**

- Social Work interns from Fordham University to increase our ability to provide counseling to needy students
- Partnership with Steinway Family Services Clinic
- Partnership with Kipps Bay Boys and Girls Club – provides tutoring and recreational supports

**Budget and resources alignment**

- Parent Coordinator
- Title I – 1% set aside for parental involvement
- NYSTL software and Title I software

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- To increase the percentage of students achieving Level 3 or 4 on the NYS ELA exam by 3-5%

#### **Comprehensive needs assessment**

- An analysis of the ELA results over the past 2 years since the change in the test score alignment shows that despite the fact that we are making progress for all our students including our neediest students on our NYC progress report, we are missing making NYS AYP in ELA overall by approximately 15 students.

#### **Instructional strategies/activities**

##### **Activity #1**

- *Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.*
- *Target Population(s): All teachers servicing MS students.*
- *Responsible Staff Members: Principal and Assistant Principals, Staff Developers (internal and external) and Data Specialist*
- *Implementation Timeline: September 2011 through May 2012*

##### **Activity #2**

- *Academic Support Groupings: Grade level Teacher teams will review student data on a quarterly basis. This will include the use of cross curriculum data, monitoring student progress in subject class as well as Academic Support Grouping, setting initial goals for groups and individual students in ELA and making programmatic changes based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.*
- *Target Population(s): MS Students by grade level*
- *Responsible Staff Members: Principal, Assistant Principal and grade team leaders*
- *Implementation Timeline: November 2011, January 2012 & April 2012.*

##### **Steps for Including teachers in the decision-making process**

- *Teachers will meet in grade-level and subject functional teams to review student data gathered from periodic assessments.*
- *Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.*
  - a) *Periodic Assessment Dates: December 2011, February 2012 and March 2012*

#### **Strategies to increase parental involvement**

- *The school will host a curriculum night in October and create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).*
- *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) each month to share information and respond to parent questions and inquiries.*
- *The school will create and distribute a parent handbook at the beginning of the school year that is translated in all the dominant languages.*
- *Parents will be trained on how to use ARIS Parent Link and Skedula parent portals throughout the school year*

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Our staff is 100% Highly Qualified – We recruit 7-12 Content area licensed teachers for all of our grades and we hire MS Special Ed 5-9 Generalists and in HS all of our Special Ed Teachers are dual certified in content and Special Ed.

**Service and program coordination**

- Employing an SES provider
- Partnership w/Kipps Bay Boys & Girls Club – after-school Homework Help and Test Prep
- Partnership with Steinway Clinic for Family Services – referrals to help family emotional needs
- Social Work Interns from Fordham University to increase our capacity for students in crisis so we can provide stability

**Budget and resources alignment**

- Title I SWP– software – Castle Learning & i-ready
- Title I SWP– textbook - Coach and/or other test prep books
- Title I SWP PD \$– Professional Development for Teachers
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**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	100	100	100	100	0	0	10	0
<b>7</b>	108	108	108	108	0	0	10	0
<b>8</b>	80	80	80	80	5	0	10	0
<b>9</b>	30	30	15	30	5	0	5	0
<b>10</b>	15	15	15	15	5	0	5	0
<b>11</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>12</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
<b>ELA</b>	<p>We have a 53 min Block Schedule in MS and each ELA class meets for 5 – 53 minute blocks every week. During the school day – one block period 1-2x per week – Mon-Thurs – students are grouped into small groups of 10 or less (for at risk students) groups of 15 or less for high level 3 and 4 students) and paired with an ELA or SS licensed teacher to work on ELA skill deficiencies. Students are grouped using assessment data. Groups are fluid and are revisited at a minimum once every quarter. Programs used during this block and in ELA and ESL classes as well include but are not limited to– Great Leaps, Kaplan Keys, Dr. Farr’s Think Reading, ELA Coach books, Evan-Moor Editing Practice and SRA Reading Lab Kits.</p> <p>In addition we have an after-school and Saturday academy for ELA support for extra support for those neediest students – Program choices same as above which starts in Winter until the State Test. In addition we have also purchased Castle Learning Software for online targeted test practice and feedback and Pearson Digital Learning Success Maker Program and i-ready online diagnosis and test prep.</p> <p>In Grade 9 students are provided Academic Support 1-2x per week for the first quarter in ELA in small groups of 10-15. Depending on Quarter 1 report card and other assessment data each quarter we re-evaluate to determine which subject they need the most support and/or credit recovery for and program them for the next quarter 3x per week in that subject. Grade 10 students begin in Quarter 1 with support or remediation based on their grade 9 credit accumulation and achievement</p>
<b>Mathematics</b>	<p>We have a 53 min Block Schedule in MS and each ELA class meets for 5 – 53 minute blocks every week. During the school day – one block period 1-2x per week – Mon-Thurs – students are grouped into small groups of 10 or less (for at risk students) groups of 15 or less for high level 3 and 4 students) and paired with an Math or Science licensed teacher to work on Math skill deficiencies. Students are grouped using assessment data. Groups are fluid and are revisited at a minimum once every quarter. Programs include but not limited to–NYS Math Coach, Kaplan Test Taking Strategies, First in Math Online, Princeton Review Side Streets, Glencoe Skills Intervention, America’s Choice Math Navigator. In addition we have an after-school and Saturday academy for Math support for extra support for those neediest students – Program choices same as above which starts in Winter until the State Test. In addition we have also purchased Castle Learning Software for online targeted test practice and feedback and Pearson Digital Learning Success Maker Program, Carnegie Learning Bridge to Algebra and Algebra Cognitive Tutor</p>

	<p>Software and i-ready online diagnosis and test prep.</p> <p>In Grade 9 students are provided Academic Support 1-2x per week for the first quarter in Math in small groups of 10-15. Depending on Quarter 1 report card and other assessment data each quarter we re-evaluate to determine which subject they need the most support and/or credit recovery for and program them for the next quarter 3x per week in that subject. Grade 10 students begin in Quarter 1 with support or remediation based on their grade 9 credit accumulation and achievement</p>
<b>Science</b>	<p>We have a 53 min Block Schedule in MS and each Science class meets for 5 – 53 minute blocks every week. One period a week is utilized as a science skills period.</p> <p>In Grade 9 students are provided Academic Support 3x per week for the first quarter in Math and ELA in small groups of 10-15. Depending on Quarter 1 report card and other assessment data each quarter we re-evaluate to determine which subject they need the most support and/or credit recovery for and program them for the next quarter 3x per week in that subject. Grade 10 students begin in Quarter 1 with support or remediation based on their grade 9 credit accumulation and achievement</p>
<b>Social Studies</b>	<p>We have a 53 min Block Schedule in MS and each Social Studies class meets for 5 – 53 minute blocks every week. One period a week is utilized as a science skills period.</p> <p>In Grade 9 students are provided Academic Support 3x per week for the first quarter in Math and ELA in small groups of 10-15. Depending on Quarter 1 report card and other assessment data each quarter we re-evaluate to determine which subject they need the most support and/or credit recovery for and program them for the next quarter 3x per week in that subject. Grade 10 students begin in Quarter 1 with support or remediation based on their grade 9 credit accumulation and achievement</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>The guidance counselor meets with students as needed and referrals are made on a case by case basis.</p> <p>Individual and group counseling, conflict resolution, peer mediation, parent education – all done during the school day.</p>
<b>At-risk Services provided by the School Psychologist</b>	<p>We do not have a School Psychologist. The ones that are in the building serve the campus and only do SBST work. The social worker meets with students as needed and referrals are made on a case by case basis.</p>
<b>At-risk Services provided by the Social Worker</b>	<p>The social worker meets with students as needed and referrals are made on a case by case basis.</p> <p>Individual and group counseling, conflict resolution, peer mediation, parent education – all done during the school day.</p>
<b>At-risk Health-related Services</b>	<p>The social worker meets with students as needed and referrals are made on a case by case basis.</p>

## PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
- providing parents with the staff @archimedes.org e-mail addresses
- providing parents with Skedula access for 24/7 access to grades and attendance and staff contact

*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 promptly 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:** \_08X367\_      **School Name:** \_Archimedes Academy for Math, Science & Technology Applications\_

*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     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

### **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.

We have an extraordinarily high percentage special needs population. Our most recent SQR (Nov 2011) highlighted the fact that the level of differentiation and academic rigor necessary for student success and mastery of ELA standards and objectives was not where it needed to be. By incorporating an even greater amount of CCLS tasks into our curriculum maps and increasing the demand for more rigorous writing while at the same time increasing the variety of differentiation we provide in those settings we will be able to bridge the 5-10% gap necessary in all of our sub-groups to make AYP in ELA.

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.

The school will bring together the ICT team teachers in both the ELA and Social studies departments Grades 6-8 utilizing per-session funds and under the guidance of an experienced(w/ differentiation strategies and techniques) teacher coordinator and the Assistant Principal in order further develop and expand their curriculum maps (on which Unit Plans are based on which Daily lesson plans are based) to include a greater amount of Step-Up-to-Writing® strategies, CCLS tasks and differentiation strategies specifically aimed at the IEP needs of the students in the ICT and SC settings. The teacher mentor will continue to work with all the new teachers and struggling teachers to provide both support and feedback on the implementation of the lessons with the increased differentiation techniques and CCLS components.

### **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.

The school will develop an inquiry team using per session funding with a clear focus on delivering English Language Arts instruction to high needs students including Special Education and ELL students across all content areas. The focus will be on identifying targeted areas of need to improve reading and writing skills across all content areas. A major component of our proposed plan will included the incorporation of parent choice workshops. The fundamental framework for these workshops will target developing family literacy improving family involvement and overall student performance. Ongoing parent choice workshops are offered providing families with supportive techniques and resources to ensure student improvement and success. An additional component of the program will include offering staff development opportunities which utilize both internal and external resources derived from the data used to identify specific areas of need for students and teachers alike. This will require purchasing educational materials which support instructional goals and promote the furthering of students in need with a clear focus on developing teaching initiatives that incorporate differentiation techniques in the ICT setting and support literacy and writing instruction schoolwide.

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

Teacher mentoring is a vital component of our school wide initiative aimed at improving teacher and student performance. Our program involves utilizing successful, experienced retired F-status teachers of English Language Arts to provide academic and classroom planning support for all teachers new to the profession and or new to the New York City school system. The focus of our mentoring program is on implementing professional instructional techniques which target a diversity of high needs learners with a focus on maintaining rigor and academic improvement. A major element of this program relies on modeling and developing differentiated lesson plans and working with ELA teachers on improving reading and writing skills across all content areas.

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.

All parents and guardians are notified in writing (parent letter /pamphlet in English and the native home language) about the school's identification for improvement. Archimedes Academy makes all school community and DOE information including available services, school activities, rules, policies and procedures in a bilingual (English/Spanish) format based on the needs of our guardian and/or parent and student population. All school messages, data and documentation are also provided in a bilingual format and translation services are readily available to all parents upon request, directly in our main office. Any and all request for these services are satisfied whenever deemed necessary by the parent/guardian, school official or an appropriate pedagogue in the community. Translation in written and verbal format is performed in house by fully bilingual staff members, parent volunteers and when necessary by request from a certified DOE translator. Given the high population of predominant monolingual Spanish speakers in our community, extreme sensitivity and ease of accessibility are demonstrated at all times to meet the translation needs of our entire school community. In addition, our online grading system translates into Spanish automatically and can be accessed in the preferred language by students and/or parents/guardians.

**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 <b>Jose Ruiz/ Clust 06</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>367</b>
School Name <b>Archimedes Academy of Math, Science &amp; Te</b>			

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

Principal <b>Ms. Miriam Lazar</b>	Assistant Principal <b>Barbara Hartnett</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Ms. Marie Flynn</b>	Guidance Counselor <b>Ms. Sully Ortega</b>
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Ms. Patricia Appleton</b>
Related Service Provider <b>Mr. Tyrone Ero</b>	Other <b>Ms. Rosemarie Vitiello</b>
Network Leader <b>Lawrence Pendergast</b>	Other

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>497</b>	Total Number of ELLs	<b>12</b>	ELLs as share of total student population (%)	<b>2.41%</b>
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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. All students newly admitted to our school are reviewed for ELL eligibility based on the student's original Home Language Identification Survey (HLIS). If a student is new to the NYC school system, a HLIS is given to the parents/guardians for completion by the ELL teacher/ Coordinator. If the parent indicates a home language that is other than English on the HLIS, the licensed and certified ESL teacher/coordinator, Ms. Marie Flynn and if necessary the bilingual guidance counselor, Ms. Sully Ortega or appropriate bilingual pedagogue or DOE interpreter assists the ESL teacher with conducting an informal interview and administers the LAB-R to the student for placement in the appropriate language proficiency level. The Spanish Lab is also administered to all students when Spanish is determined to be the predominant language within 10 days of student enrollment. The informal interview may be conducted in the student's native language, as needed. If a student is deemed as a current ELL per the ATS school wide system, the ESL Coordinator reviews his most current NYSESLAT score for proper placement. The certified ESL teacher in conjunction with the Principal and Assistant Principal are responsible for conducting the initial screening, and administering the HLIS and LAB-R if necessary within 10 days of student enrollment. All initial screening is conducted by a licensed and certified ESL teacher/coordinator an appropriate bilingual pedagogue or DOE translator. Bilingual pedagogues on staff currently speak the following languages, English, Spanish, French and Twi.

2. The following structures are in place to ensure that parents, understand all three program choices; First, letters are sent to all parents/guardians in both the native language and in English explaining the program and inviting the parents/guardians to meet with the licensed and certified ESL teacher and an appropriate bilingual pedagogue, inerpretor or the bilingual coueslor to attend an ELL orientation. At the orientation the ESL teacher, the parent coordinator and if necessary a translator for the preferred home language is also present. Parents are given a 45- 60 minute orientation. The agenda for that parent orientation is as follows; Sign-in, Welcome, Brief overview of highlights of CR Part 154 & Title III, Parent Orientation Video for Parents of English Language Learners is presented , and the Parent Survey/Program Selection Form is presented to the parents. All parents/guardians are made clear of the options available for their ELL child prior to filling out the Parent Survey/Program Selection Form.

3. Parents are informed of their options and given the opportunity to discuss and collaboratively set ELL goals that meet the specific needs of their children. In the event, that a parent does not return a parent selection form to the ESL coordinator, regular and consistent contact is made with the parent/guardian until the letters are returned and kept in the student's file. Ultimately, failure to return the Parent Survey/Program Selection Form within the designated time will be considered a selection of the TBE program option or if none is available than the current ESL program in place.

4. All student data including the results of the NYSESLAT are reviewed bi-annually by the certified ESL teacher and administrative staff to evaluate the needs of our ELL population, identify specific content area needs and monitor progress in those specific areas. If a student has not received a score of Proficient on the LAB-R or the NYSESLAT then his/her parents receive a letter home in both the Home language and English notifying the parents that the student student is entitled to ELL services and that his/her child will be placed according to his/her level and parent selection on the Parent Selection form. Students are appropriately placed within 10 days of student

enrollment. If the parent selects a bilingual program, the school maintains a list of the approximate number of requests per grade and when we have the appropriate number of students as required by CR-Part 154; which indicates that in grade K-8 when there are 15 or more ELLs of the same language in two contiguous grades and that in grades 9-12, when there are 20 or more ELLs in any single grade; at that point we will then notify the parents that a bilingual program will be made available. If there are not enough students to form a Transitional Bilingual Education (TBE) program, parents have the option of transferring their child to another school that has a TBE program in the district/region. If they choose not to transfer their child, their child will remain at the school and be placed in the corresponding ESL program. All communication with parents/guardians is offered in both the home language and the English Language.

Following the above mentioned parent orientation/consultation, which occurs within the first 10 days of student enrollment and in the indicated home language; once the Parent Survey/Program Selection form has been returned or in the event that no response has been received despite ongoing attempts by the ESL and Parent coordinator; students are placed in the appropriately selected program according to their proficiency level based on the scores received on the appropriate LAB-R and NYSESLAT exams using the latest examination date. The Beginner and Intermediate Middle School students are serviced with approximately (6) 60 minute blocks of ESL pull out instruction per week for a total of 360 minutes per week. The Advanced and Proficient Middle School students are serviced with approximately (3) 60 minute blocks of ESL pull out instruction per week for a total of 180 minutes per week. The Beginning Highschool Students are serviced with approximately (9) 60 minute blocks of ESL combined pull out and push-in model instruction per week for a total of 540 minutes per week. The Intermediate High School Students are serviced with approximately (6) 60 minute blocks of ESL pull out instruction per week for a total of 360 minutes per week and the Advanced and the Proficient High School students are serviced with approximately (3) 60 minutes of ESL pull out instruction per week for a total of 180 minutes per week. All advanced middle school and highschool students receive a minimum of 180 minutes of ELA instruction in English per week.

5. According to the parent surveys the current trend in our school tends to be for a more transitional ESL program. While there are 12 non Proficient ELL student's and 48 in total including the Proficient ELL's, currently in our school in grades 6-10; an overwhelming majority of those students scored proficient on the NYSESLAT 2011 exam or a previous exams. Therefore, we currently have only 12 students who are non proficient. 15 of our total ELL student population have been designated as Proficient in 2010/2011 and therefore require more supportive intervention services across the content area subjects.

6. Currently, the program model at our school is closely aligned with parent requests. Per parent requests, all students across grade levels are offered comprehensive support services across content area subjects and by grade level teachers. We have our own full time ESL teacher for the 2011/2012 academic year and have expanded this year to include a combination of ESL/ELA class push in programs. The goal is to provide the students with language enriching experiences that are appropriate to their level of English proficiency and congruent with the content and assessment objectives of their Content area classes.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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#### 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	1	2	0	8	1	0	0	12
<b>Push-In</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	1	2	0	8	1	0	0	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	3

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	1	2	2	0	1	3	0	2	12
<b>Total</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>12</b>

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

**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
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
<b>TOTAL</b>	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	0	4	1			7
Chinese														0
Russian											1			1
Bengali										1				1
Urdu										1				1
Arabic														0
Haitian														0
French								1		1				2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>12</b>

## 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. The only program model currently offered is a combination push-in / pull-out model ESL.
  - b. In this program model, ESL instruction is given in English by a state certified ESL teacher who is on staff fulltime. The overall ELL population in each grade level, 6-10th grade are grouped homogeneously and travel in one or sometimes when necessary in two class groupings per grade level. This enables these students to be scheduled to attend the mandated number of ESL periods required in accordance with the CR-Part 154. Within the ESL classes per grade level, all ELL students are then heterogeneously grouped by individual proficiency level. Classes for the middle school students are performed entirely in a pull out model program, while the

## A. Programming and Scheduling Information

highschool program encompasses a combination of both the pull out and push in model. Students who attend ESL classes are given a grade for the class on the middle school level and must maintain a passing grade in all curriculum work for this class which is incorporated in their overall GPA. Students are placed in the appropriately selected program according to their proficiency level based on the scores received on the appropriate LAB-R and NYSESLAT exams using the latest examination date. The Beginner and Intermediate Middle School students are serviced with approximately (6) 60 minute blocks of ESL pull out instruction per week for a total of 360 minutes per week. The Advanced and Proficient Middle School students are serviced with approximately (3) 60 minute blocks of ESL pull out instruction per week for a total of 180 minutes per week. The Beginning Highschool Students are serviced with approximately (9) 60 minute blocks of ESL combined pull out and push-in model instruction per week for a total of 540 minutes per week. The Intermediate High School Students are serviced with approximately (6) 60 minute blocks of ESL pull out instruction per week for a total of 360 minutes per week and the Advanced and the Proficient High School students are serviced with approximately (3) 60 minutes of ESL pull out instruction per week for a total of 180 minutes per week. All advanced middle school and highschool students receive a minimum of 180 minutes of ELA instruction in English per week.

2. Staff is organized and scheduling is done so that ESL instruction is primarily scheduled during an elective period when scheduling permits and then if necessary in place of a content area subject for the less proficient ELL students. However, classes are scheduled in such a way that students do not miss any more than one block of content area instruction per subject per week. Students are held accountable for all content area work missed during that block and often the ESL and content area teachers work in conjunction to ensure that differentiated instruction of this curriculum coursework is completed with the ELL students to meet their individual learning needs.

3. Content area instruction is delivered in the ESL classroom in English. The ESL teacher works closely in conjunction with all content area teachers to ensure that the curriculum map is followed and ensuring that all students meet the Common Core Standards in all subject areas. Instruction is differentiated in the ESL classroom with a focus on vocabulary and concept development to reinforce the work that is being done in the content subject area classroom. Students are regularly administered written and verbal assessments in order to identify appropriate skill levels in all core areas of English Language acquisition, including Reading, Writing, Listening and Speaking. The student's are provided with SMART goals and are actively involved in monitoring and assessing their progress in the identified areas of need. Each student is provided with a personalized, self paced instruction and the curriculum is aligned to the state standards using a range of teaching modalities to ensure that each student achieves maximum success. Student goals are evaluated and assessed periodically throughout the year. Based on the collected data we have identified the specific areas most in need of improvement to be, the reading and writing skills of students across content. ESL program employs various modalities of instruction to ensure that the long term ELL students improve linguistic and academic skills. Some of the modalities utilized include the use of differentiated instruction, anchor reading and writing in all subject areas, project based instruction, explicit vocabulary study and writing instruction within and across content areas, literacy and content knowledge development, cooperative and pair share groups and the infusion of technology within the ESL and content area curriculum. In addition to the specific academic strategies in place, we have also greatly increased the social and emotional support for our long term ELL population within the school community. We have aggressively increased communication among parents and teachers across all content areas, including providing main stream teachers with adequate professional development and support to employ key language acquisition techniques for building linguistic and academic success for all ELL's students, across all content areas. The ESL teacher regularly collaborates with all content area teachers discussing the use and helping to implement the use of these strategies within the content area classes and to identify specific areas of need within the content area classes.

4. ELL's are evaluated appropriately in their native language. Upon entry into school, the LAB-R and Spanish Lab when required are administered to each student if a home language other than English is indicated HLIS. These exams are administered by a native speaker. Students are provided testing accommodations for all state exams including bilingual glossaries and a native language translator when required.

### 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
a) Currently, we have only one SIFE student who has completed 2 years of ESL instruction and tested intermediate on the 2011 NYSESLAT exam. This student is currently provided with support services through our academic service periods which meet two times per week. Sife students are identified through teacher referral and based on an initial oral interview with the parents and students regarding level of education and specific scheduling instructions. Students are deemed to be SIFE having 2 or more years of interrupted education and administered the AL	in the native country. Students are deemed to be SIFE having 2 or more years of interrupted education and administered the AL
100%	Dual Language
75%	Page 24
50%	
25%	

## A. Programming and Scheduling Information

language and the English language.

b) All of our ELL's including SIFE students, newcomers (0-3 years) all receive additional service including Native Language support

## 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?

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## **A Programming and Scheduling Information**

## **B. Programming and Scheduling Information--Continued**

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**Courses Taught in Languages Other than English** ⓘ

**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)?

Paste response to questions 1-5 here

Math:

**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. All school personnel including our Teachers, Administration, Parent coordinator, School Secretaries and Para Professionals are mandated for professional development on a weekly basis as part of our comprehensive educational plan. The ESL teacher also attends grade and departmental meetings bimonthly to assist in providing professional development and support for all key staff member including teachers and instructional leaders. Staff are provided with specific techniques and methods of instruction which work best with the ELL population. Staff members collaborate with the ESL teacher regarding the instruction of ELL students in all grade levels and the content area teachers. This may include specific or targeted discussions about at risk ELL students and their needs or simply an exchange of ideas, methods and techniques to ensure that the specific needs of all ELL students are targeted across content. Staff are also encouraged to attend BETAC trainings, QTEL and the Summer Institute for targeted training and specifically in relation to the Common Core Standards as they pertain to the ELL population. The ESL teacher often attend these trainings and then turn keys all pertinent information to staff members directly. Professional Development for school personell addresses the identification, assessment and placement of ELL's as per CR Part 154. Agenda, attendance and meeting notes are maintained on file by school administration.

2. Staff including our Secretaries and Parent Coordinator are encouraged and trained to assist in identifying an ELL student who may be in need of additional academic support services. Additionally, all staff are encouraged to work closely with students through our Youth Development Model to assist students including ELLs who are transitioning from elementary to middle and highschool. The Youth Development Model ensures that all staff members and particularly teachers are fully able to identify and provide key academic and social support for students in areas like organization, peer to peer learning and team building to help students adjust both academically and socially to their new surroundings.

3. All staffprofessional development plan included training on topics pertaining to the education of ELLs, such as Picture Exchange Communication (PECS) Program, Positive Strategies for Students with Challenging Behaviors, TEACCH, ABA techniques, Strategies and Materials for Native Language instruction and the adaptation of Bilingual and ESL materials for the education of ELLs with severe disabilities. In addition, all new teachers are required to complete 10 hours of JOSE P training.

**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 afforded the choice of program as their children are being evaluated at their regional CSE. Parents have consistently chosen ESL Program for incoming students. Programs are aligned with parental requests. Through the school's Parent Coordinator, x367 and also the Shool Leadership Team (SLT) , Parent, Teacher, Student Association (PTSA) x 367 offers parents of ELL's on going information in their home languages and training on different aspects of their children's education. X367 recognizes the importance of parents, family and community involvement in the education of LEP/ELL students. The parents of newly enrolled LEP/ELL students will be provided with an orientation on the State Standards, Assessments, achievement of goals, School expectations and general program requirements ESL

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2. Community based Workshops and services are provided to all ELL parents through our PTSA and also through Vision Ed which has partnered with x367 to ensure an outstanding and effective open line of communication is available for all parents. Workshops are provided in the school building and are supported by administrators, staff, the parent Coordinator, community outreach coordinators, the ESL teacher and all members of the school leadership team.

3. Parents needs are carefully weighted and discussed in a constructive and optimistic approach using schoolwide online surveys, in person interviews, home based questionnaires, parent-staff/teacher conferences and or parental engagement opportunities including information forums, skill based workshops etc.

4. Our plans call for a responsive and proactive course of action which takes into account all parental needs and are intended to comprehensively address the needs of all parents within our school community. Schoolwide parental involvement is a key factor in developing the schools overall academic plan, making it an integral part of the School Leadership Team and overall schoolwide approach towards policy and procedure development.

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	

## B. Programming and Scheduling Information--Continued

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13. As a school with a technology vision at it's core, all classrooms including the ELL students are given equal access to the use of classroom computers which have been fully equipped with internet access and several reading and writing intervention programs including READ 180, Math Advantage and several other educational programs in the areas of Science, History and Language. Students are encouraged to utilize these programs as part of the core curriculum and to help aid learning across all content areas. Teachers use a differentiated model of instruction which in the ESL curriculum and core content areas includes the use of powerpoint presentations, interactive smart boards, Quizdom devices, graphing calculators, Elmo projectors and classroom labtops. Teachers across all content areas use interactive technology as mentioned above, on a daily basis to deliver differentiated instruction and to aid learning for the ELL population.

### 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)?

Paste response to questions 1-5 here

### 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. All school personnel including our Teachers, Administration, Parent coordinator, School Secretaries and Para Professionals are mandated for professional development on a weekly basis as part of our comprehensive educational plan. The ESL teacher also attends grade and departmental meetings bimonthly to assist in providing professional development and support for all key staff member including teachers and instructional leaders. Staff are provided with specific techniques and methods of instruction which work best with the ELL population. Staff members collaborate with the ESL teacher regarding the instruction of ELL students in all grade levels and the content area teachers. This may include specific or targeted discussions about at risk ELL students and their needs or simply an exchange of ideas, methods and techniques to ensure that the specific needs of all ELL students are targeted across content. Staff are also encouraged to attend BETAC trainings, QTEL and the Summer Institute for targeted training and specifically in relation to the Common Core Standards as they pertain to the ELL population. The ESL teacher often attend these trainings and then turn keys all pertinent information to staff members directly. Professional Development for school personell addresses the identification, assessment and placement of ELL's as per CR Part 154. Agenda, attendance and meeting notes are maintained on file by school administration.

2. Staff including our Secretaries and Parent Coordinator are encouraged and trained to assist in identifying an ELL student who may be in need of additional academic support services. Additionally, all staff are encouraged to work closely with students through our Youth Development Model to assist students including ELLs who are transitioning from elementary to middle and highschool. The Youth Development Model ensures that all staff members and particularly teachers are fully able to identify and provide key academic and social support for students in areas like organization, peer to peer learning and team building to help students adjust both academically and socially to their new surroundings.

3. All staffprofessional development plan included training on topics pertaining to the education of ELLs, such as Picture Exchange Communication (PECS) Program, Positive Strategies for Students with Challenging Behaviors, TEACCH, ABA techniques, Strategies and Materials for Native Language instruction and the adaptation of Bilingual and ESL materials for the education of ELLs with severe disabilities. In addition, all new teachers are required to complete 10 hours of JOSE P training.

### 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 afforded the choice of program as their children are being evaluated at their regional CSE. Parents have consistently chosen ESL Program for incoming students. Programs are aligned with parental requests. Through the school's Parent Coordinator, x367 and also the Shool Leadership Team (SLT) , Parent, Teacher, Student Association (PTSA) x 367 offers parents of ELL's on going information in their home languages and training on different aspects of their children's education. X367 recognizes the importance of parents, family and community involvement in the education of LEP/ELL students. The parents of newly enrolled LEP/ELL students will be provided with an orientation on the State Standards, Assessments, achievement of goals, School expectations and general program requirements ESL

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2. Community based Workshops and services are provided to all ELL parents through our PTSA and also through Vision Ed which has partnered with x367 to ensure an outstanding and effective open line of communication is available for all parents. Workshops are provided in the school building and are supported by administrators, staff, the parent Coordinator, community outreach coordinators, the ESL teacher and all members of the school leadership team.

3. Parents needs are carefully weighted and discussed in a constructive and optimistic approach using schoolwide online surveys, in person interviews, home based questionnaires, parent-staff/teacher conferences and or parental engagement opportunities including information forums, skill based workshops etc.

4. Our plans call for a responsive and proactive course of action which takes into account all parental needs and are intended to comprehensively address the needs of all parents within our school community. Schoolwide parental involvement is a key factor in developing the schools overall academic plan, making it an integral part of the School Leadership Team and overall schoolwide approach towards policy and procedure development.

## 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)								1						1
Intermediate(I)							1			4				5
Advanced (A)								1		4	1			6
Total	0	0	0	0	0	0	1	2	0	8	1	0	0	12

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1				1
7	1				1
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	1								1
7			1						1
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			6						6
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				
Integrated Algebra	7		6	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government			5	
Foreign Language	5			
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
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.

Paste response to questions 1-6 here

## 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

<b>School Name: Archimedes Academy for MST App</b>			<b>School DBN: 08x367</b>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miriam Lazar	Principal		1/1/01
Barbara Hartnett	Assistant Principal		1/1/01
Patricia Appleton	Parent Coordinator		1/1/01
Marie Flynn	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sully Ortega	Guidance Counselor		1/1/01
Lawrence Pendergast	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 08x367      **School Name:** Archimedes Academy for Math, Scienc

**Cluster:** 06      **Network:** 603

**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**

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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.

Currently, Archimedes Academy uses the data as provided by parents on the Home Language Survey as well as the ATS and ARIS reporting systems in conjunction with the information furnished on our student contact sheets, which are routinely updated. We also encourage self-reporting of language needs in person at our main office and also through our online grading system to accurately assess the language needs within our school community. Parents overall language needs are met with extreme sensitivity and great efforts are made to provide necessary information to all school community members in the required language. Based on the information reported and gathered, the data shows that currently there is a predominant need for Spanish translation in our school community at this time.

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.

The findings conveyed the fundamental need for the translation of all in-house school community documentation and information into Spanish and to be provided and readily available in a bilingual format. DOE documentation is already routinely provided to us in Spanish as well as in English. The primary need for in-house translation from English to Spanish was conveyed as a major point of discussion at multiple cabinet and faculty meetings and ultimately turn-keyed by the parent coordinator to PTSA.

## Part B: Strategies and Activities

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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.

Archimedes Academy makes all school community and DOE information including available services, school activities, rules, policies and procedures a bilingual (English/Spanish) format based on the needs of our guardian and/or parent and student population. All school phone recordings, messages, data and documentation are also provided in a bilingual format and translation services are readily available to all parents upon request, directly in our main office. Any and all request for these services are satisfied whenever deemed necessary by the parent/guardian, school official or an appropriate pedagogue in the community. Translation in written and verbal format is performed in house by fully bilingual staff members, parent volunteers and when necessary by request from a certified DOE translator. Given the high population of predominant monolingual Spanish speakers in our community, extreme sensitivity and ease of accessibility are demonstrated at all times to meet the translation needs of our entire school community. In addition, our online grading system translates into Spanish automatically and can be accessed in the preferred language by students and/or parents/guardians.

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.

Translation in written and verbal format is performed in house by fully bilingual staff members, parent volunteers and when necessary by request from a certified DOE translator.

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>.

Our school will provide parents who require language assistance services with a copy of a Bill of Parent Rights and Responsibilities. We will post signage in our main school office, in each of the covered languages indicating the availability of interpretation services to all parent/guardian and student members of our school community. Our School Safety Plan will contain procedures for ensuring that parents in need of language assistance will receive that assistance in a timely manner. All efforts to satisfy a parents right to communicate and advocate for their child in the language of choice will be treated with foremost attention.