



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: OLYMPUS ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K635

PRINCIPAL: P.J. MURRAY **EMAIL:** PMURRAY12@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

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 |
|--------------------------|---|-----------|
| P.J. Murray | Principal | |
| Ernestine Butler-Johnson | UFT Chapter Leader | |
| Karen Muntu | PA/PTA President or Designated Co-President | |
| Shannon Rodriguez-Cola | DC 37 Representative | |
| Destini Hylton | Student Representatives | |
| Sonyca Mercure | Student Representative | |
| Dina Molina | Community Member | |
| Mike Pollcino | Teacher | |
| Teria McGhee | Parent | |
| Candace Gonzalez | Community Member | |
| | | |
| | | |
| | | |

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, our school will develop two (2) internal processes through which teachers can enhance horizontal and vertical alignment of Common Core Learning Standards (CCLS) in curriculum and assignment expectations unique to the asynchronous blended learning environment.

Comprehensive needs assessment

From the 2011-2012 SQR recommendations for Teaching and Learning:

- “The curriculum should demonstrate a progression of knowledge and skills aligned to the CCLS. The curriculum should include benchmarks and interim measures to evaluate students’ performance and progress as they move from grade to grade.”
- “The school leaders should provide additional support for teachers in creating and developing tiered online assignments and tasks for all content areas. These assignments should be aligned with CCLS to meet the diverse learning needs of all students. The current online system, which takes advantage of technology to promote project based learning, should be reviewed and supplemented with components that allow for different entry points for assignments and tasks. This practice should ensure that all assignments are more individualized and consistently designed to meet student needs.”
- “The school leaders should revisit and clarify the current credit accumulation and grading policy to ensure that all teachers are following uniform requirements across each of the content areas. Procedures should also be put into place to ensure the dissemination of this information to all parents and students through assemblies; academic information meetings; and an effective collaboration among all instructional, guidance and support staff.”

Instructional strategies/activities

By February 2013, teachers will create a rubric for evaluating the quality of teacher-created assessments, ensuring instructional coherence and that quality assessments meet Common Core reading, writing and math standards. In development of this rubric,

- In collaboration with our curriculum consultant contracted through reDesign and with the support of a Leadership Development Facilitator provided by New Visions for Public Schools, teachers will work in collaborative teams to identify the traits of effective CCLS-aligned coursework;
- A consultant contracted through reDesign will review curriculum maps and curricula;
- Consultant will support teachers in identifying 2 units to adapt to the CCLS;
- Teachers will receive feedback on existing curricula with respect to incorporating CCLS in identified units;
- Consultant will work with teacher teams to adapt those units, meeting with teachers / teacher teams at least 8 times;
- School will participate in up to 6 professional development sessions on implementing Common Core as part of the Transfer School Common Core Institute (TSCCI);
- Grant money acquired through school's participation in TSCCI will be used for additional on-site visits from consultant;
- Teachers will work collaboratively to produce a school-wide rubric to evaluate quality assessments incorporating the identified traits;
- Rubric will be used to evaluate existing assignments and alter them for instructional coherence;
- Asynchronous student pacing will allow for continuous and ongoing evaluation of CCLS aligned coursework;
- Understanding that these assignments must be accessible to students in an asynchronous, blended-learning environment, teacher teams will meet monthly to refine and/or revise the rubric by beta-testing it against their CCLS-aligned units.

Subsequent to the development of the rubric, school-based collaborative work will focus on norming schoolwide practices with respect to curricula and coursework, and establishing a unified set of expectations throughout the school.

Strategies to increase parental involvement

- Send out mailings, daily phone calls, parent workshops and access to our school website to inform parents of Common Core work in our school.
- Host a "curriculum night" for parents and guardians
- Hold workshops and to provide assistance to parents in understanding City, State and Federal standards and assessments.
- Make curricula accessible online.
- Collect parent/guardian emails to facilitate communication.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP)
 - Select the fund source(s) that your school is using to support the instructional goal.
- | | | | | | | | |
|---|----------|---|---------|-----------|-----------|---|--------|
| X | Tax Levy | X | Title I | Title IIA | Title III | X | Grants |
| | Other | | | | | | |

Service and program coordination

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2012 to June 2013 as indicated below:

- A curriculum consultant from reDesign will make a minimum of 10 school visits;
- This same consultant will also evaluate our online curricula remotely a minimum of 5 times.
- Consultants from Eskolta will evaluate online curriculum and host focus groups of school stakeholders in order to develop plans and protocols to support implementation of CCLS aligned work.
- Teacher per-session funding will be provided for staff where this work falls outside of normal school hours.

A grant from the Office of Post-Secondary Readiness (OPSR) will supplement school funds for these activities.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, our school will develop and implement two (2) new sources of student data to inform initial placement, monitor progression of academic achievement and inform and adjust classroom instruction.

Comprehensive needs assessment

From the 2011-2012 SQR recommendations for Collection, Analysis & Utilization of Data:

- “The school leaders should develop a comprehensive system to analyze student data to monitor the progression of academic achievement and inform and adjust classroom instruction. This is particularly relevant in the identified areas of English language arts (ELA) and mathematics. Professional development (PD) should also be offered for all teachers who need additional support to integrate these strategies.”
- “The school leaders should review the current initial academic assessments procedures that are in place and ensure there is consistent and effective implementation of this process by all teachers. Additionally, a comprehensive assessment in ELA and mathematics that identifies students’ academic needs should be researched and added to the current system. This data should be used when programming incoming students in order to ensure that students’ academic needs are being met.”

Instructional strategies/activities

We have investigated and evaluated a number of assessment systems with respect to the following criteria:

- Is it available online?
- Is it adaptive?
- How long does it take to administer?
- Does the company offer both literacy and numeracy assessments?
- Is it affordable?

Upon these considerations, we opted to use the Performance Series of Periodic Assessments as both a baseline assessment during the onboarding of new students, and as an ongoing assessment for current students. Baseline assessment phase will begin in February 2013 for both new and current students. Where necessary, additional diagnostics can be administered at the course level upon entry.

Second, with the support of an Implementation Manager provided through the New York Department of Education’s iZone, teachers will develop school-wide rubrics for the evaluation of student work:

- These rubrics will be incorporated into the iZone’s Desire2Learn instructional platform, which supports rubric-based grading, where student work will be evaluated according to created rubrics
- The Desire2Learn platform will capture these rubric-based grades, allowing student scores and progress to be observed across subject areas and tasks
- School-wide capture of this data will provide information as to which competencies students are most (and least) assessed, providing further direction for future professional development.

Strategies to increase parental involvement

- Send out mailings, daily phone calls, parent workshops and access to our school website to provide materials and training to help parents track student progress from home.
- Provide parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children.
- Hold workshops to provide assistance to parents in understanding City, State and Federal standards and assessments.
- Make curricula accessible online.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP)
 - Select the fund source(s) that your school is using to support the instructional goal.
- | | | | | | | |
|---|----------|---|---------|-----------|-----------|--------|
| X | Tax Levy | X | Title I | Title IIA | Title III | Grants |
| | Other | | | | | |

Service and program coordination

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2012 to June 2013 as indicated below:

- Teacher per-session funding will be provided for staff where this work falls outside of normal school hours.

In addition:

- In support of our being selected as an NYC iZone "lab school," we have received funds toward implementation and use of the iZone's iLearn online learning platform, which pays for licenses and technical support.
- The Performance Series of Periodic Assessments are available to NYC public schools free of charge.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013, our school will increase parent engagement through re-organization of the School Leadership Team (SLT) into a task-oriented work group through development of a month-by-month calendar of targeted interventions built around school culture and environment.

Comprehensive needs assessment

From the 2011-2012 SQR recommendations for Facilities & Resources, Teaching & Learning, and Infrastructure for Student Success:

- “School leaders should articulate to staff the expectations for a classroom environment that further enhances student learning.”
- “School leaders should set expectations for all classrooms that include the display of high quality work and rubrics that demonstrate the necessary steps students need to take in order to improve.”
- “The school leaders should review the current scheduling arrangements and consider a rotating class schedule. School leaders should consider seeking guidance from NYCDOE’s Office of Youth and Family Services for strategies for improving attendance that have been proven to be successful in similar schools. Daily attendance data should also be analyzed in detail to determine if there are patterns or factors that can be identified that negatively impact student attendance.”

Instructional strategies/activities

The SLT—composed of school administration, parents, students, teachers and staff—previously organized as several small task forces each focused on a specific long-term area for school improvement, has been ineffective at enacting whole-school change. A new structure for the SLT will utilize the whole group to find, evaluate and act on short-term action-oriented goals such as:

- Reviewing and revising the school mission and vision statements;
- Reviewing and prioritizing SQR feedback to evaluate need areas;
- Monitoring and assessing the school and classroom environments for high quality student work and rubric, as well as school-wide “branding” to increase coherency among and between classrooms;
- Evaluation and assessment of school schedule for possible alternatives;
- Development and deployment of new attendance retrieval and outreach measures;
- Evaluation and revision of existing safety protocols and procedures for school visitors and/or emergency situations;
- Other projects as the SLT sees fit.

Strategies to increase parental involvement

- Send out mailings, daily phone calls, parent workshops and access to our school website to communicate the function, goals and accomplishments of the SLT.
- Provide parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children.
- Conduct outreach encouraging parents to the SLT and PTA.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP)
 - Select the fund source(s) that your school is using to support the instructional goal.
- | | | | | | | |
|---|----------|---|---------|-----------|-----------|--------|
| X | Tax Levy | X | Title I | Title IIA | Title III | Grants |
| | Other | | | | | |

Service and program coordination

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2012 to June 2013 as indicated below:

- Upgrades, replacement or acquisition of classroom items used for display, decoration and "branding" of classroom environments;
- Postage for parent outreach mailings;
- Software to enhance and integrate with existing data systems;
- Teacher per-session funding will be provided for staff where this work falls outside of normal school hours.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS) | Description | | |
|--|---|--|---|
| | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |

| | | | |
|--|---|--|---|
| ELA | <ul style="list-style-type: none"> · AIS: 37-1/2 minute small group · RTI: literacy adaptive assessment · Academic coach to monitor progress | <ul style="list-style-type: none"> · Small group · One-to-one tutoring | <ul style="list-style-type: none"> · Before school · During school · After school · Saturday school |
| Mathematics | <ul style="list-style-type: none"> · AIS: 37-1/2 minute small group · RTI: numeracy adaptive assessment · Academic coach to monitor progress | <ul style="list-style-type: none"> · Small group · One-to-one tutoring | <ul style="list-style-type: none"> · Before school day · Lunchtime · After school · Saturday school |
| Science | <ul style="list-style-type: none"> · AIS: 37-1/2 minute small group · Academic coach to monitor progress | <ul style="list-style-type: none"> · Small group · One-to-one tutoring | <ul style="list-style-type: none"> · Before school day · Lunchtime · After school |
| Social Studies | <ul style="list-style-type: none"> · AIS: 37-1/2 minute small group · Academic coach to monitor progress | <ul style="list-style-type: none"> · Small group · One-to-one tutoring | <ul style="list-style-type: none"> · Before school day · Lunchtime · After school · Saturday school |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <ul style="list-style-type: none"> · College & Career counseling · Group counseling · Self-esteem group · Advisory | <ul style="list-style-type: none"> · Guidance: small group & one-to-one · CBO Counselor: small group & one-to-one · School Psychologist and Family Worker: one-to-one | <ul style="list-style-type: none"> · Guidance: before, during, after school · CBO Counselor: before, during, after school · School Psychologist and Family Worker: by appointment, as needed |

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total number of students in school | 200 | Total Number of ELLs | 3 | ELLs as share of total student population (%) | 1.50% |
|------------------------------------|------------|----------------------|----------|---|--------------|

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1 a. Steps

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

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

b. Persons responsible

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

2. These results inform the instruction of the following school year in the freestanding ESL classes, based on the sections of the NYSESLAT that reveal the least amount of progress.

c. Steps NYSESLAT

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

2. Structures for ensure parents understand all three program choices

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

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

3. All entitlement letters, parent surveys, and program selection forms to our ESL parents have been distributed in both the native language and in English. The ESL teacher, Athena Costanza, is responsible for distribution and collection. We have intake documents, welcome letters, and orientation materials available in Spanish, Haitian Creole, French, and Arabic. The parent surveys and selection letters are collected right after orientation. Parent orientation is required for students entering our school. Should a parent want to take it home before returning the surveys and letters, phone calls, emails, and reminder letters home will be made to ensure a timely return. The entitlement letters, parent surveys, and selections forms (currently three) are kept in a separate student binder in the ESL teacher's office.

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

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

6. The program model offered at Olympus Academy is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|
| | EL L | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: Asian: Hispanic/Latino:
 Native American: White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish | | | | | | | | | | 1 | 1 | | | 2 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | 1 | | | 1 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 1 | 2 | 0 | 0 | 3 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. There is currently one class of self-contained ESL offered at Olympus Academy. The class is an hour long so 300 minutes of ESL instruction is provided. The ESL teacher confers and collaborates with the ELA teacher for the English class (also 300 min a week) to differentiate the instruction and provide support for the literacy strategies.
 - b. The program models are ungraded heterogenous classes.
2. The ESL teacher provides explicit ESL instruction for 300 minutes a week (classes are an hour long). The freestanding ESL focuses in the content areas other than ELA, which is provided in the ELA class.
3. All content area classwork and homework are reviewed and supported during the self-contained ESL class. The ESL teacher has access

A. Programming and Scheduling Information

to the students' online curriculum and what skill are being assessed. The ESL teacher works on the literacy strategies with the ESL students using the actual content of the content area teachers. The students have access to native language materials through print and online media for enrichment and support. So far, Olympus Academy has only needed Spanish and Haitian Creole materials. As needed, other language print materials will be purchased.

4. The ESL teacher in conjunction with the Spanish speaking guidance counselor (and Haitian Creole translators) create the same assessments given to the student in English in their content areas in order to highlight the most challenging areas of need for extra instruction.

5. a. In addition to their required minutes of ESL & ELA instruction, SIFE students will receive one on one and group counseling (once a week for each).

b. ELLs in US schools for less than three years (in addition to the 360 minutes of ESL instruction) will also receive Saturday enrichment with the ESL teacher and after-school tutoring specifically designed to work on literacy skills. Olympus Academy does not currently have these students.

c. ELLs receiving service 4-6 years (in addition to the 180 minutes of ESL instruction) receive after school tutoring to work on comprehension and test taking strategies.

d. Long term ELLs (in addition 180 minutes of ELA and 180 minutes of ESL instruction) will receive tutoring for Regents and the NYSESLAT exams from 8:25AM-9AM every morning with the ESL teacher.

e. All ELLs identified as having special needs will receive all of the services (a-d), as well as the program designated on their IEP. The ESL teacher confers with the ELA teacher and plans differentiated activities for the ESL students. The ESL teacher meets with each content area teacher once a week to conference about the individual students, discussing strengths, challenges, possible interventions, and upcoming lessons, so that the ESL teacher can support their work and the student.

6. Olympus uses the ILearn platform to create and differentiate curriculum to align with the common core standards as well as assess skill level and proficiency level.

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

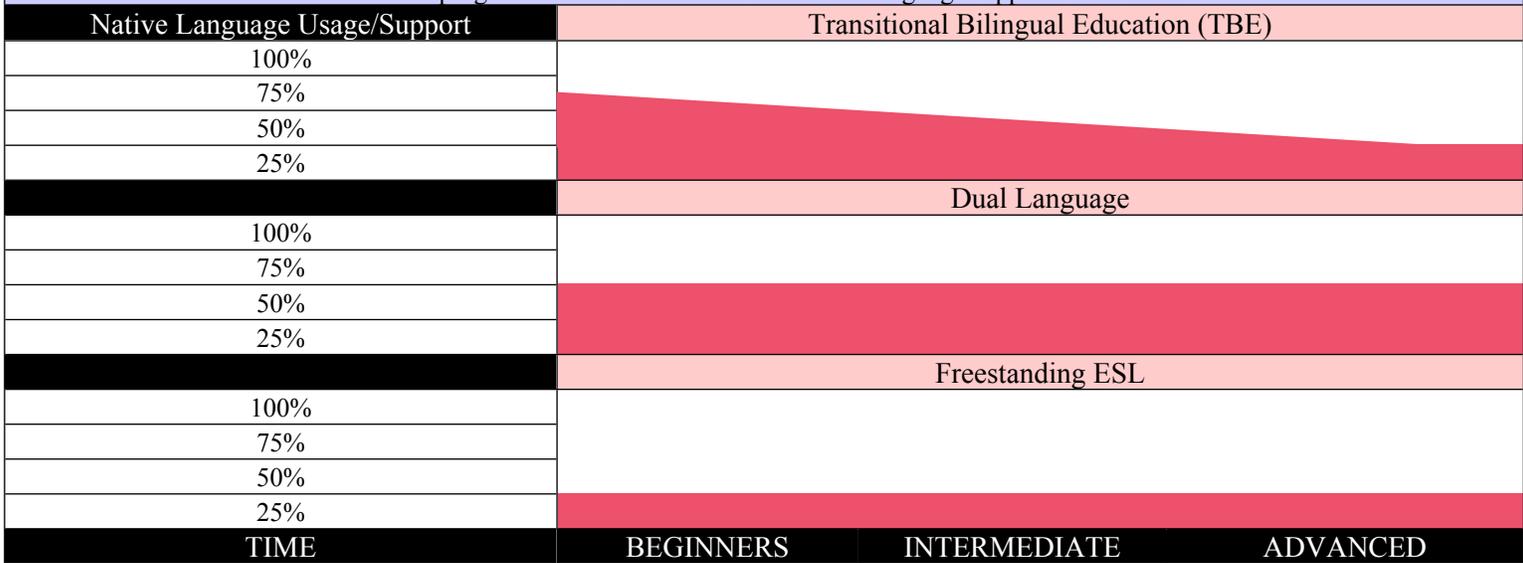
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. The ESL teacher confers with the ELA teacher and plans differentiated activities for the ESL students. The ESL teacher meets with each content area teacher once a week to conference about the individual students, discussing strengths, challenges, possible interventions, and upcoming lessons, so that the ESL teacher can support their work and the student.
9. ELLs reaching proficiency on the NYSESLAT will remain in the collaborative ELA class for two years in order to continue to receive support with literacy and exam prep. They will still have all of the after school and Saturday tutoring available to them.
10. The iLearn program which incorporates blended learning (a mix of traditional and online classes) will continue. This program allows ESL (and all) students to work at their own pace and earn their credits asynchronously.
11. No programs/services will be discontinued.
12. All students in Olympus Academy, including ELLs, have lunch tutoring, after school (dance, basketball, sewing), and Saturday tutoring and enrichment (SAT prep, basketball, regents prep) available to them. There are not enough students for extra Title III programs
13. Instructional materials include native language print materials as well as access to online translation programs. Every classroom has a library that also contains literature and textbooks written in Spanish and Creole. There are Spanish and French dictionaries available. All of Olympus' classrooms have computers which allows access to websites and documents in our ELLs native language, as well as translation software online. When ELLs of other languages enroll in our school, Olympus will purchase those native language materials as well. Every teacher uses appropriate curriculum materials, textbooks, and instructional aids, which promote critical thinking skills and reflect standards-based work and higher order thinking.
14. Native language support is delivered through the ESL model through native language print materials and internet resources.
15. Required services support and correspond to ELLs ages and grade levels.
16. Before the beginning of the school year, newly enrolled ELLs meet with their assigned advocate counselor for a one on one session. As a group they participate in a formal orientation and interview with their parents. On the first day of school, they are assigned a student mentor. They receive one on one and group counseling throughout the rest of the year.
17. Spanish and French language electives are offered to all students, including ELLs.

C. Schools with Dual Language Programs

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

Not applicable

D. Professional Development and Support for School Staff

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

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

2. Not Applicable.

3. See Answer#1. All records of teacher training for ELLs (and all training) are kept in the file for employee records. A copy of training hours are kept in ESL binder.

E. Parental Involvement

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

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

2. Olympus Academy is partnered with NYCID to provide workshops and services to all parents, including ELLs. Some activities include:
Parents of ELLs are invited to all parent/community activities, which include:

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Beginner(B) | | | | | | | | | | | | | | 0 |
| Intermediate(I) | | | | | | | | | | | | | | 0 |
| Advanced (A) | | | | | | | | | | 1 | 2 | | | 3 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 3 |

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 1 | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math <u>Algebra</u> | 2 | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | 1 | | | |
| US History and Government | 1 | | | |
| Foreign Language | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

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

1. Olympus has assessed the early literacy skills of all students including ESL with a teacher made assessment designed to assess skills in determining importance, inferencing, questioning, activating schema, and predictions. Our school is an iZone school. The results of that assessment determines the curriculum path the student follows according to how much skill practice is needed. There is also one for math skills.

2. Our three students are advanced ESL having all been in for 5+ years. Two students just transferred. The result of the other student's NYSESLAT exam is that she is Proficient in all areas except for writing.

3. Knowing that the student is not proficient in the writing portion has made the school begun a paragraph writing intensive where all subjects follow the same format and require the same topic sentence, evidence, analysis, and concluding sentence.

4. a. No student has taken an assessment in their Native language to compare as they are all more comfortable with English and have expressed that they cannot read in their native language having more experience reading in English.

b. The school leadership team and teachers use the results of the Periodic assessments to predict regents exam success as well as highlight the challenging areas not only for ELLs but for all populations. Skills that are highlighted as being below proficient are being added to the curriculum in the form of skills workshops in the ELA, Math, and Social studies classes.

c. The school learned that ELLs scores are comparable to the general population in Olympus Academy. As a transfer high school, Olympus enrolls many low-skilled students (many times the reason they disengaged from their original school).

5. Not applicable.

6. Olympus has never had more than three ELL students at once. There is not enough data to evaluate success as of yet. The three current students are currently being tracked (data in ESL binder) through attendance, assessments, progress reports (bi-weekly). Last year, a push-in model was employed for the two students. This year the self-contained is being tried to give those ELLs one-on-one instruction and help in their other classes.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Olympus Academy

School DBN: 18k635

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|---------------------|-------------------------------|-----------|-----------------|
| Seth Schoenfeld | Principal | | 11/22/11 |
| P.J. Murray | Assistant Principal | | 11/22/11 |
| | Parent Coordinator | | |
| Athena Costanza | ESL Teacher | | 11/22/11 |
| Karen Muntu | Parent | | 11/22/11 |
| Tegan Costanza/Math | Teacher/Subject Area | | 11/22/11 |
| Frank Queris/ELA | Teacher/Subject Area | | 11/22/11 |
| | Coach | | |
| | Coach | | |
| Maxine Garcia-Davis | Guidance Counselor | | 11/22/11 |
| | Network Leader | | |
| Dina Molina | Other <u>Program Director</u> | | 11/22/11 |
| | Other _____ | | |
| | Other _____ | | |
| | Other _____ | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 563 **Network:** New Visions

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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