



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

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

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

PRINCIPAL: MIRIAM A. LAZAR

EMAIL: [MLAZAR@SCHOOLS.NYC.GOV](mailto:MLAZAR@SCHOOLS.NYC.GOV)

SUPERINTENDENT: TIMOTHY BEHR

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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 Lazar	*Principal or Designee	
Joseph DiTargiani	*UFT Chapter Leader or Designee	
Soccoro Fernandez	*PA/PTA President or Designated Co-President	
John Catto	DC 37 Representative, if applicable	
Emmanuel Brito Zahir Safie	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	
Barbara Berte	Member/UFT	
Chani Jones	Member/Parent	
Yelitza Aleman	Member/Parent	
Nancy Ceron	Member/Parent	
Dimitra Washington	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Regarding "...develop opportunities for faculty to engage in collaborative inquiry work...", "...team collaborations occur...they are not using inquiry approach. Teachers review student work, identify weaknesses and strengths but this does not lead to identification of specific practices...students are not receiving the academic support that strategically addresses their learning needs." (QR, 4.2, 2011-2012, page 5)"

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, Teacher Teams will be operating in the full cycle of Inquiry as designated by the Chancellor's Handbook of Inquiry, including the adaptation of pedagogy, units and lessons in the classroom, designing coherent curriculum, evidenced in the revision of CCLS units and the success of students to meet a rigorous curriculum.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.
- School leaders will effectively program and use fiscal resources for consistent teacher team meetings and administrative consistency in monitoring the teams work.
- Teacher Cohort Teams will meet two times monthly, to analyze student work to inform targeted pedagogy practices.
- Teams will reassess student work post pedagogy strategies for effectiveness toward student success.
- Teacher Leaders and the Administration will meet two times monthly to monitor progress and set goals.
- To address pedagogical collaboration for the success of SPED students, teacher co-planning (SPED and Gen Ed), one time weekly, will be programmed for purposes of differentiation and specialized support to close any achievement gap.
- CCLS units that are rigorous and align to state standards and CIE will be developed.
- Teachers will develop CCLS units, December 2012-January 2013; student products will be reviewed February 2013 to inform the Spring 2013 semester so as teachers can revise, adapt, implement interventions and support for student achievement based on data and student work products.
- Test Sampler for standardized test preparation will be developed and based on revised data and student product analysis for academic support needs.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Programming – Funding for teacher salaries from Tax Levy
  - core subject teachers teach 3 classes maintained at 24-28 students max ( 2 Gen Ed and 1 ICT) and 1 at risk class maintained at 16 students max
  - core subject MS teachers teach 1 section of Academic Support maintained at 10 students for Level 1 and Level 2 students and 15 students for Level 3 and Level 4 students.
  - core subject HS teachers teach 1 section of Academic Support Regents Prep
  - teachers have at a minimum 1 common prep period for planning between the general education content teacher and the special education teacher every week
  - HS teachers have weekly departmental common prep period
  - the grade team teachers meet as an entirety 2x per month
  - the special education teachers have 1 period per week programmed for meeting, professional development, IEP development etc.
- Grade Team Leaders meet with AP and Principal 2x monthly – Funding from ARRA
- PD for development of CCLS Units- funding Title I Priority Focus, Title I
- Development of Test Sampler – Title I Priority Focus
- After-School and Saturday Test Prep Academy and Regents Prep – Funding – Title I Priority Focus
- Principal per session 4hrsx10 sessions for Saturday academy
- Teacher per session – 2teachersx1.5hrsx4sessions/wkx10weeks for after-school MS academy math and ela
- Teacher per session – 1teachersx1.5hrsx2sessions per weekx4weeks for after-school MS academy science
- Teacher per session – 12 teachersx1.5hrsx14session for after or before school HS Regents Prep tutoring
- Secretary per session 1x1.5hrx4session per weekx20weeks for after-school tutoring program
- Secretary per session 1x4hr x10 sessions for Saturday Academy

## **GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

"...instructional strategies vary as does the level of questioning. However, there is no reference to differentiation of instructions in lesson plans. Activities that generate higher order thinking are not embedded in curriculum maps...not all students are profiting from cognitively engaging learning opportunities." (QR, 1.1, 2011-2012, Page 4)

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input checked="" type="checkbox"/> 3.2 Enacted curriculum	<input type="checkbox"/> 3.4 Teacher collaboration
<input type="checkbox"/> 3.3 Units and lesson plans	<input type="checkbox"/> 3.5 Use of data and action planning

### **Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, there will be written curriculum (maps, units, lessons) for all courses that include evidence of differentiation, rigor and engagement that will be observable in classroom promoting a 3-5% increase in student success on formative and summative assessments for the 2012-13 SY.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.
- PDs that address specific teacher practice needs will be regularly scheduled for Depth of Knowledge, Rigorous Curriculum and Questioning and Discussions including Socratic Seminar.
- SPED consultants and Network SPED Achievement Coaches will be regularly scheduled for the support of rigor in ICT classes and self-contained environments.
- Monthly PD specific to curriculum differentiation and rigor will be attended for the further development of curriculum that assures student college and career readiness.
- School leaders will do regular observations with timely feedback, using a research based teaching framework, both informal and formal, with rigor being the main focus.
- Student products will be analyzed for evidence of increased rigor.
- Cycles of student products will align with the marking period cycle, as will teacher observations, so as a continuum of classroom rigor and high level student products can be regularly monitored for success.
- January 2013 through June 2013, all cycles will be functioning with a mid-mark reflection in March 2013 and final reflection in June 2013 to determine the effectiveness on pedagogy and student outcomes.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Programming – Funding for teacher salaries from Tax Levy
  - teachers have at a minimum 1 common prep period for planning between the general education content teacher and the special education teacher every week
  - the grade team teachers meet as an entirety 2x per month
  - the special education teachers have 1 period per week programmed for meeting, professional development, IEP development etc.
- Grade Team Leaders meet with AP and Principal 2x monthly – Funding from ARRA
- PD for DoK, Rigorous Curriculum and Questioning- funding Title I Priority Focus, Title I
- Teacher Mentoring – Funding from Title I 10%
- Network personnel coming in to work with teachers during scheduled department meetings HS or grade team meetings MS
- Teacher per session 8 teachersx2hrsx4sessions

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

"In a majority of classes, teachers do not incorporate flexible grouping based on skill-specific areas based on data...Consequently, students are not performing at grade or IEP level as evidenced by the NYS Report Card." (QR,1.2, 2011-2012, page 4)

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

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

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, as a result of data-driven programming (of bottom third general populations students) and PD (DOK, Questioning and Discussion Techniques) and implementation of assessment, data-driven instructional grouping, students will consistently improve as evidenced in more rigorous student products that produce a 3% increase in course passing rates for the 2012-13 SY

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation
- Based on current student data, specialized programs for the bottom third have been programmed in the regular school day.
- At risk students will be in small class settings for more individualized support.
- Teachers will teach four classes and a fifth class for academic support based on student data assignment.
- Middle School: classes will be: two general education; one ICT; one at risk; and one academic support/remedial skills.
- Middle School: 8<sup>th</sup> Grade will have an accelerated class populated based on student data for previous grades.
- High School: classes will be: two general education; one ICT; one at risk; and one academic support/variable emphasis based on student data.
- Programming and schedules based on student data has already been analyzed and the previously listed configurations are operable.
- Close monitoring of all classes, with a focus on challenged students, will continue with school leaders reviewing the data on a regular basis and moving students and or revising class content as needed to best support each student's achievement and learning environment.
- Additional textbooks, supplemental textbooks and workbooks will be provided to supplement classroom and student needs
- Student grades and mock exams, formative and summative assessments, and grades will be monitored for data-based information to evaluate the success of these intervention and support models.
- By the Spring 2013 semester start, all teachers will have new data for class configurations and for in-class grouping of students for optimum results in student achievement.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Programming – Funding for teacher salaries from Tax Levy
  - core subject teachers teach 3 classes maintained at 24-28 students max ( 2 Gen Ed and 1 ICT) and 1 at risk class maintained at 16 students max
  - core subject MS teachers teach 1 section of Academic Support maintained at 10 students for Level 1 and Level 2 students and 15 students for Level 3 and Level 4 students.
  - core subject HS teachers teach 1 section of Academic Support Regents Prep
  - teachers have at a minimum 1 common prep period for planning between the general education content teacher and the special education teacher every week
  - HS teachers have weekly departmental common prep period
  - the grade team teachers meet as an entirety 2x per month
  - the special education teachers have 1 period per week programmed for meeting, professional development, IEP development etc.
- Grade Team Leaders meet with AP and Principal 2x monthly – Funding from ARRA
- After-School and Saturday Test Prep Academy and Regents Prep – Funding – Title I Priority Focus
- Principal per session 4hrsx10 sessions for Saturday academy
- Teacher per session – 2teachersx1.5hrsx4sessions/wkx10weeks for after-school MS academy math and ela
- Teacher per session – 1teachersx1.5hrsx2sessions per weekx4weeks for after-school MS academy science
- Teacher per session – 12 teachersx1.5hrsx14session for after or before school HS Regents Prep tutoring
- Secretary per session 1x1.5hrx4session per weekx20weeks for after-school tutoring program
- Secretary per session 1x4hr x10 sessions for Saturday Academy

## **GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

"...there are no focused action plans to implement the objectives (technology, extracurricular, CCLS integration)...Consequently, the school lacks a cohesive instructional and organizational approach to improve student learning experiences and outcomes...Although the school shares goals and action plans parental involvement is minimal. Thus a united effort towards instructional and organizational objectives is lacking and hinders the collaborative process of attaining school goals." (QR, 3.1, 2011-2012, page 5)

### **Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

### **Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, school leaders will allocate resources, both fiscal and human, to integrate technology into most classrooms on a regular basis, including parental opportunities for technology classes providing support for accessing the school's on-line data system; PD for designated teachers with external providers for technologically engaging curriculum; and, student social activities centered around enriching computer program knowledge and application to increase the use of technology in the classrooms by 10% for the 2012-13 SY

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.
- iLearnNYC full student body licenses have been purchased and three laptop carts are due in January 2013.
- RESO A grant funds will be used for the purchase of additional laptop carts and interactive technology for the classrooms.
- Staff points have been trained in the iLearnNYC system.
- Technological after school clubs will be staffed and operable by Spring 2013 with Robotics currently in session.
- Partnership with SoBro for enrichment programs is established and is operating: Dance, Guitar lessons, Drama, Flag Football and Internship.
- CHAMPS: Sports program for the MS and PSAL: Sports Clubs for HS are in operation.
- Resources, both fiscal and human, have been assigned by school leaders to meet the needs of student's social and emotional growth and to further opportunities in the use and fields of technology.
- Currently, all students meet morning and afternoon in gender based living groups with a one time weekly advisory with the teacher/advisor remaining with the same students though MS years or HS years rotation.
- By June 2013, a varied program menu of after-school activities for both MS and HS will be operational with a wide variety of student choices.
- By June 2013, each grade level will have access to 2 computer laptop carts and the majority of classrooms will be equipped with interactive whiteboards and related technology(LCD projectors, printer, remote clickers) for the full integration of technology in both MS and HS.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- iLearn licences funding from Tax Levy
- iLearn Computer Carts through iLearn Grant
- Additional technology from Reso A grants \$550k
- After School Sports – Funding from CHAMPS, PSAL and Tax Levy
- Robotics Team, – Tax Levy
- SoBro afterschool sports and activities – CBO grant
- Programming – Gender based Living Groups scheduled 10 min AM and PM each day and 1 block every week for Advisory and Youth Development Activities
- PD for iLearn provided through iLearn grant
- Software – Skedula, Castle Learning, Method Test Prep, First in Math, Fast For Word – Funding from Tax Levy, NYSTL and Title I

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.  
 “The school knows that families minimally use the site and they have not yet adjusted the process for sharing information. As a result, there is limited understanding of what parents actually know and understand about student progress and next steps. Therefore, parents do not know which targeted areas to support.” (QR, 2.4, 2011-2012, page 5)

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> 6.2 Welcoming environment | <input type="checkbox"/> 6.4 Partnerships and responsibility |
| <input type="checkbox"/> 6.3 Reciprocal communication         | <input type="checkbox"/> 6.5. Use of data and families       |

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2013, opportunities for parental and parent-student technology-based classes will increase by 10%, with school leaders providing the fiscal and human resources for this opportunity as well as multi-media contact to ensure awareness of these classes, school goals and student achievement and intervention plans.

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  - School leaders have allocated funds for iLearnNYC online learning system and the purchase of new laptops, which will bring the available computer resources to 2 laptop carts accessible to each grade level
  - Teachers and school leaders have been trained in all new systems.  
 Parent and Parent-student opportunities to interact and learn new technology and use the Skedula school information will be available, Spring 2013.
  - Parent contact will be regularly extended through multiple outreach medias: on-line system, mailings, phone calls, social invitations to increase parent contact and comfort in the school environment.
  - As part of the student afterschool clubs, various brochures, invitations and flyers for parents will be designed by students with teacher advisors.
  - Parent Coordinator, along with school leaders, will monitor parent activity for all these measures through the online system, parent attendance at all events and response surveys.
  - Parent information outreach to keep guardians abreast of student progress and activities will be increased.
  - Regular interim marking period intervention contact will be made by phone, mail and invitation for conference for all students at risk.
  - Honor roll and other notable achievements will be celebrated with parent invitation.
  - By June 2013, several regular events and a parent/parent-student technology series will be functioning.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- iLearn Computer Carts through iLearn Grant
- Additional technology from Reso A grants \$550k
- PD for iLearn provided through iLearn grant
- Software – Skedula, School Messenger– Funding from Tax Levy and Title I

### 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	MS remedial block: MS classes are 52 minutes in length, meeting 5X weekly with the 5 <sup>th</sup> block for remedial skill building.	Differentiation within each group is delivered with each class level.	MS Skills periods- during the day
	MS Academic Support Classes: Classes meet 3 blocks weekly based on student data, rotating to different grade-level teachers, targeting specific skills needed with a half split between ELA and Math support in various class configurations.	Data based small group instruction: <ul style="list-style-type: none"> <li>- Level 1 and Level 2 has 10 students per class.</li> <li>- Level 3 and Level 4 has 15-18 students per class.</li> </ul> Students rotate to all core content grade teachers. Teachers each specialize in a specific skill so students rotate, working on all skills within a rotation cycle. Rotation cycle continue with new skill sets per cycle.	MS Academic Support – During the school day
	After-school and Saturday Academy Test Prep	Small Group	MS Test Prep – After school and Saturdays
	HS Regents Prep classes assigned during the day to students who previously failed and/or did not take the required Regents Exam After or before school Regents Test Prep open to all students	Group Size varies depending on subject and need	HS Regents Prep – some students receive during the day, some after-school
Mathematics	MS remedial block: MS classes are 52 minutes in length, meeting 5X weekly with the 5 <sup>th</sup> block for remedial skill building.	Differentiation within each group is delivered with each class level.	MS Skills periods- during the day
	MS Academic Support Classes: Classes meet 3 blocks weekly based	Data based small group instruction: <ul style="list-style-type: none"> <li>- Level 1 and Level 2 has 10</li> </ul>	MS Academic Support – During the school day

	<p>on student data, rotating to different grade-level teachers, targeting specific skills needed with a half split between ELA and Math support in various class configurations.</p> <p>After-school and Saturday Academy Test Prep</p> <p>HS Regents Prep classes assigned during the day to students who previously failed and/or did not take the required Regents Exam After or before school Regents Test Prep open to all students</p>	<p>students per class.</p> <ul style="list-style-type: none"> <li>- Level 3 and Level 4 has 15-18 students per class.</li> </ul> <p>Students rotate to all core content grade teachers. Teachers each specialize in a specific skill so students rotate, working on all skills within a rotation cycle. Rotation cycle continue with new skill sets per cycle.</p> <p>Small Group</p> <p>Group Size varies depending on subject and need</p>	<p>MS Test Prep – After school and Saturdays</p> <p>HS Regents Prep – some students receive during the day, some after-school</p>
Science	<p>MS remedial block: MS classes are 52 minutes in length, meeting 5X weekly with the 5<sup>th</sup> block for remedial skill building.</p> <p>MS Academic Support Classes: Classes meet 3 blocks weekly based on student data, rotating to different grade-level teachers, targeting specific skills needed with a half split between ELA and Math support in various class configurations.</p> <p>After-school and Saturday Academy Test Prep</p> <p>HS Regents Prep classes assigned during the day to students who previously failed and/or did not take the required Regents Exam After or before school Regents Test Prep open to all students</p>	<p>Differentiation within each group is delivered with each class level.</p> <p>Data based small group instruction:</p> <ul style="list-style-type: none"> <li>- Level 1 and Level 2 has 10 students per class.</li> <li>- Level 3 and Level 4 has 15-18 students per class.</li> </ul> <p>Students rotate to all core content grade teachers. Teachers each specialize in a specific skill so students rotate, working on all skills within a rotation cycle. Rotation cycle continue with new skill sets per cycle.</p> <p>Small Group</p> <p>Group Size varies depending on subject and need</p>	<p>MS Skills periods- during the day</p> <p>MS Academic Support – During the school day</p> <p>MS Test Prep – After school and Saturdays</p> <p>HS Regents Prep – During school day and after school options</p>
Social Studies	<p>MS remedial block: MS classes are 52 minutes in length, meeting 5X</p>	<p>Differentiation within each group is delivered with each class level.</p>	<p>MS Skills periods- during the day</p>

	<p>weekly with the 5<sup>th</sup> block for remedial skill building.</p> <p>MS Academic Support Classes: Classes meet 3 blocks weekly based on student data, rotating to different grade-level teachers, targeting specific skills needed with a half split between ELA and Math support in various class configurations.</p> <p>HS Regents Prep classes assigned during the day to students who previously failed and/or did not take the required Regents Exam</p> <p>After or before school Regents Test Prep open to all students</p>	<p>Data based small group instruction:</p> <ul style="list-style-type: none"> <li>- Level 1 and Level 2 has 10 students per class.</li> <li>- Level 3 and Level 4 has 15-18 students per class.</li> </ul> <p>Students rotate to all core content grade teachers. Teachers each specialize in a specific skill so students rotate, working on all skills within a rotation cycle. Rotation cycle continue with new skill sets per cycle.</p> <p>Group Size varies depending on subject and need</p>	<p>MS Academic Support – During the school day</p> <p>HS Regents Prep – During school day and after school options</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Counseling</p>	<p>Small group or 1:1</p>	<p>During the day</p>

**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.

100% HQ

---

## **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 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;

*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 <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>
------------------------------------	------------	----------------------	-----------	---	--------------

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

#### **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														
	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>	<b>0</b>													

**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>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	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>	<b>0</b>									

**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.

5. A certified/licensed ESL Teacher/Coordinator provides all instruction for the following programs.

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 in the native country. Students who are deemed to be SIFE, having 3 or more years of interrupted education, are then administered the ALLD to determine level of competency in literary and math skills in both the native

## 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 within the classroom and across all content areas. Students are provided with Native Language support across curriculum and provided with bilingual dictionaries, access to bilingual staff and bilingual or native language texts when available. Extra support services which have been allocated in the weekly academic schedule 2 times per week are also incorporated into the curriculum. All ELL's are grouped homogeneously by grade level for these mandated periods and the Academic Support (AS) periods are taught by the ESL teacher; these periods are designated specifically for the ELL population. Additionally, at risk services which provide one to one support and the added support of our after school and Saturday school programs with a focus on reading comprehension and writing strategies within and across content areas are a. Most of the long term ELL students do avail of the additional support services currently in place.

c) ELL's (4-6 years) all receive additional service including extra support services and Native Language support which have been allocated in the weekly academic schedule 2 times per week. Students are provided with Native Language support across curriculum and provided with bilingual dictionaries, access to bilingual staff and bilingual or native language texts when available. All ELL's are grouped homogeneously by grade level for these mandated periods and the Academic Support (AS) periods are taught by the ESL teacher; these periods are designated specifically for the ELL population. Additionally, at risk services which provide one to one support and the added support of our after school and Saturday school programs with a focus on reading comprehension and writing strategies within and across content areas are a. Most of the long term ELL students do avail of the additional support services currently in place.

d) Long Term ELL's are serviced based on grade and proficiency level. Students are provided with Native Language support across curriculum and provided with bilingual dictionaries, access to bilingual staff and bilingual or native language texts when available. 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. Students are provided with Native Language support across curriculum and provided with bilingual dictionaries, access to bilingual staff and texts. 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. Our long term ELL curriculum comprises the use of Step Up to Writing and other curriculum instructional programs which emphasize writing skills and development. Identifying that this is the most significant need of this population, there is a major emphasis placed on written communication and expression for our long term ELL population in the curriculum development of the program.

Our long term ELL students meet for self contained ESL instruction between 3 and 6 times a week for 60 minute blocks; depending on identified proficiency level and determined need. Most ELL's also receive additional service including extra support services which have been allocated in the schedule. These include Academic Intervention Service (AIS) periods designated specifically for the ELL population, at risk services providing one to one support and the added support of our after school and Saturday school programs with a focus on reading comprehension and writing strategies within and across content areas. Most of the long term ELL students do avail of the additional support services currently in place.

e) ELL's identified as having special needs are serviced based on grade, proficiency level and targeted individual needs. 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. Students are provided with Native Language support across curriculum and provided with bilingual dictionaries, access to bilingual staff and bilingual or native language texts when available. 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.

ELL students identified as having special needs meet for self contained ESL instruction between 3 and 6 times a week for 60 minute blocks; depending on identified proficiency level and determined need. Most special needs ELL's also receive additional service including extra support services which have been allocated in the schedule. These include Academic Intervention Service (AIS) periods designated specifically for the ELL population, at risk services providing one to one support and the added support of our after school and Saturday school programs with a focus on reading comprehension and writing strategies within and across content areas. Most of the long term ELL

## A. Programming and Scheduling Information

students do avail of the additional support services currently in place.

5. ESL instruction is given by a certified ESL teacher on staff. All ESL classes for the Beginner and Intermediate level students uses the balanced literacy approach which incorporates read alouds, shared readings, guided reading, literature responses, and written reports and is grounded in all four language acquisition skills of listening, speaking, reading, and writing. ELL's in the Beginner, Intermediate, Advanced and Proficient level are all involved in inquiry based and project based cooperative learning in Math and across all content areas. Additionally, they read and write for authentic purposes, individually and in cooperative groups. At risk ELL students are provided systematic instruction a combination of the Rewards Reading Program and the Wilson Reading System which provides opportunity for authentic reading and writing strategies. Students read a variety of genres including non-fiction, general fiction, plays, myths, legends, poetry, newspapers, and biographies. Multicultural literature is used in all grades. ELL's may also receive summer school instruction, resource room, counseling, peer tutoring, parent volunteers, extended school day services, standardized test prep, periodic assessments, Regents exam prep. All ELL's at Archimedes Academy x 367 are required to sit for standardized assessments based on their number of years in an ESL program. Other assessments include journals, interactive notebooks, rubrics, and teacher observations. Archimedes Academy's ESL program employs various modalities of instruction to ensure that the long term ELL students improve linguistic and academic skills. Students are provided with Native Language support across curriculum and provided with bilingual dictionaries, access to bilingual staff and bilingual or native language texts when available. Academic Support (AS) periods are taught by the certified ESL teacher; these periods are designated specifically for the ELL population. Additionally, at risk services which provide one to one support and the added support of our after school and Saturday school programs with a focus on reading comprehension and writing strategies within and across content areas are a. Most of the long term ELL students do avail of the additional support services currently in place.

6. Some of the modalities utilized in order to provide transitional support to our transitional Proficient ELL's 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. Our ESL program employs various modalities of instruction to ensure that the 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. Testing accommodations are offered to our ELL population for the designated 2 years after proficiency on the NYSESLAT per Part CR-154 mandates.

7. Our school uses curricular, scheduling and instructional flexibility to meet the diverse needs of our ELL population in the LRE by closely aligning instruction and specific programming with our ELL's individual needs. Our ELL population are provided with Academic Support periods 3x per week in addition to their content area classes. This affords ELL students an opportunity to further develop skills in various content areas. These additional periods of academic support help ensure that rigorous academic support is facilitating ELL instruction and supporting areas of deficiency for all students. Our instructional model incorporates the use of differentiated instruction and planning and for students with special education needs this also encompasses a team teaching model or ICT class with a general education and special education teacher working collaboratively within the classroom setting using a variety of instructional methods to assist students. Our ESL teacher consults with content area teachers regularly and is involved in grade team and ELA team meetings to identify needs and support instructional methods for mainstream teachers to target the needs of the ELL population in our building.

**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
<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.



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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 targeted intervention programs for ELLs in ELA, Math and other content areas includes the following: Academic Support Periods which meet 3x per week to provide accurate assesments of student needs and provide support instruction for all ELL students. Beginner, Intermediate, Advanced and Proficient students are heterogenously grouped and taught by the certified ESL teacher during AS periods to ensure content area support across the curriculum. Additionally, our ESL teacher works closely with all content area teacher across grade level to assist in providing differentiated instructional strategies to meet the needs of our ELL population based on level of proficiency. This ensures academic rigor within the mainstream classroom without taxing their level of proximal learning.

9. The plan we implement for continuing transitional support (2 years) for ELL's reaching proficiency on the NYSESLAT includes an Academic Support Period which meets 3x per week for 52 min blocks. This academic support period is used to provide ELL students deemed proficient on the NYSESLAT with additional support in Math and ELA as well as other content areas for up to two years or more. The instruction is delivered by the certified ESL teacher to these students. Students are also provided with testing accomodations as per the CR- part 154 for up to two years after testing proficient on the NYSESLAT.

10. We are still in the process of developing our own Pod People program for our ELL students modeled on a very successful program of same name in the Union City NJ school district. The program will utilize our technology resources, most primarily iPods and podcasts to allow ELL's to listen to readings multiple times to hear correct pronunciations and grammar and use microphones for them to record their voices and listen to them to practice their own pronunciation and speaking skills. Software programs that are adaptive will be used to help track progress and drive future instruction. Additioanally, we hope to implement the use of the READ 180 program by scholastic to facilitate and advance our ELL population.

11. No programs have been discontinued.

12. Ell's are encouraged to attend all school activities. All program flyers and notifications are provided in the appropriately translated format. Ell's are afforded equal access to all supplemental programs in our building. Most ELL's receive additional academic support including extra support services which have been allocated in the block schedule and provides students a minimum of twice a week support in Math, ELA and all content areas. These classes have been homogenously grouped for all ELL students in each grade level and includes the Academic Support (AS) periods. Additional supplemental programs include at risk services providing one to one support and the added support of our after school and Saturday school programs with a focus on reading comprehension and writing strategies within and across content areas. Most of the long term ELL students do avail of the additional support services currently in place. Outside organizations that provide valuable professional development for our teachers will be utilized to enhance our core teaching staff skills so that the entire staff becomes capable at implementing effective ELL strategies in all classrooms across the content areas.

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 laptops. 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.

14. Native language support is delivered in our ESL model through the use of classroom sets of bilingual dictionaries which are available to all students, student created bilingual translations of units of student which the student creates with the assistance of the teacher, the available resources of a stocked bilingual library including literature in the native language and through the use of online translation services when necessary for all students to assist in the comprehension of exams and other instructional material. The ESL teacher/coordinator works closely with the content area teachers to ensure that all assistive support available in the student's native language is provided and to collaborate on instructional techniques to assist in the instruction of the ELL students in the mainstream classroom.

15. All resources provided are fully aligned with the grade level and age appropriateness of the ELL population currently being served. In addition, all resources are utilized to ensure rigor and proper alignment with the Common Core Standards and additionally, to target a child's specific learning needs.

16. Newly enrolled ELL students are immediately introduced to the ESL coordinator. At that time, students, parents, the ESL and the Parent Coordinator meet to discuss the child's needs and ensure that the student and parents fully understand the resources available to them. Parental involvement is a key component of the introduction process for newly enrolled ELL students. Newly enrolled students and their parents are given a brief orientation on the day of enrollment, outlining school policies, scheduling, and social as well as academic programming available within the school. Parents are also invited to set up an appointment and to partake in the Parent Orientation and this is done within the initial 10 days of student enrollment. At that point students are then introduced to their ELL peers and appropriate class and encourage to consult with the ELL teacher regarding academic and social needs during the acclimation period and throughout the entire academic year. The ESL teacher regularly follows up with students regarding academic and social adjustment needs of the student in their new school environment.

17. The language elective that is currently offered to new ELL students is Spanish and it is offered to students in grades 7-10.

### 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 School 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 programs. Newly enrolled ELL parents are provided with a parent orientation which is targeted to inform them of the options available for their child. The DVD is shown during the orientation, the parent coordinator is present and a translator if necessary. Translators are also available to parents at PTSA meetings, Parent Support Groups facilitated by guidance counselors and IEP meetings. In addition, school information (e.g., School newsletter, meeting notices etc.) are translated into the parent's native language.

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

**NYSESLAT Modality Analysis**

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

Paste response to questions 1-6 here

1. Student goals are evaluated and assessed periodically throughout the year. The assesment encompasses a variety of tools including Slosson for decoding abilities, teacher reports, Inedependent Reading Inventory, Miscue Analysis, Running Records, Writing Samples and Writing Observation forms. All data is collected and maintained in individual student portfolios. 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 on grade level.
2. The the data patterns on the most recent NYSESLAT provides strong evidence that our ELL population's greatest need appears to be in the area of reading and writing modalities.
3. Using this data the curriculum for ESL has been designed to incorporate a strong background in reading and writing achievements which encorporates the core curriculum standards. Examples of programs utilized includes Rewards, Step Up to Writing and the Wilson Reading Program. Based on the data, these are these particular programs prove most beneficial in serving the needs of our students and helping to advance their reading and writing abilities. The school leadership team uses the student's progress based on these individual and periodic assesments to attain the level of success and achievement benchmarks for each student. Based then on the successful rate of achievement for each student, we collectively establish curriculum planning needs and changes when necessary to our instructional programs within our ESL curriculum.
4. Across grade levels many of our ESL students seem to be achieving excellent grade level results. In reviewing the data, it would appear that based on the state grade level tests many of our ESL students attained a minimum of a 2 on Math, ELA, Social Studies and Science exams. However, we did notice that many of our Special Education Students did not have the same success rate on various state exams and on individual English Language exams within the classroom. The school leadership team uses the student's progress based on these individual and periodic assesments to attain the level of success and achievement benchmarks for each student. Based then on the successful rate of achievement for each student, we collectively establish curriculum planning needs and changes when necessary to our instructional programs within our ESL curriculum. The school is learning that ELL instruction appears to be most effective when content area instruction is supported as part of the ESL curriculum instruction and when the ESL teacher works with the students to support all content areas class instruction, particularly on project based instruction and in the areas of ELA, Social Studies and Science which have a strong foundation in vocabulary and academic language development. This cooperative approach and student support has proven vital in assuring the overall success of our ESL population in the mainstream classes.
5. Not applicable.
6. Overall, the success of our ESL program can be described as highly effective. On our 2011 NYSESLAT exams approximately 15 of our 18 ESL students attained a proficienct score on the exam, including students who were part of the special education program and who were in a 12:1:1 setting. Of the 3 students who did not attain a Proficient Score on the 2011 NYSESLAT, 2 of the students showed great improvement on the exam. The cooperative approach is a succesful program in our school and targets ELL students within the core instructional areas witin the mainstream classroom. It's success cannot be measured simply on the test results alone, but also on the

feedback of our ELL students who hail the asset of the exemplary academic support they receive and how much it has helped in aiding them to become more effective in all content area subjects. Our program's strong foundation in reading and writing helps ensure that every student is working toward academic achievement in reading, writing, listening and speaking on grade level. The combination of cooperative teaching and instruction along with a heavy focus on reading and writing is the key to our overall success.

### 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:** Archimedes Academy for MST App

**School DBN:** 08x367

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
	Other		1/1/01
	Other		1/1/01

**School Name: Archimedes Academy for MST App**

**School DBN: 08x367**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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**

---

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

---

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.