



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: ARCHIMEDES ACADEMY FOR MATH, SCIENCE & TECHNOLOGY
APPLICATIONS

DBN (i.e. 01M001): 08x367

Principal: MIRIAM A. LAZAR

Principal Email: MLAZAR@SCHOOLS.NYC.GOV

Superintendent: TIMOTHY BEHR

Network Leader: LAWRENCE PENDERGAST

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Miriam Lazar	*Principal or Designee	
Joseph DiTargiani	*UFT Chapter Leader or Designee	
Yelitza Aliman	*PA/PTA President or Designated Co-President	
John Catto	DC 37 Representative, if applicable	
Zahir Safie Emily Hidalgo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
BarbaraHartnett	Member/ CSA	
Barbara Berte	Member/ UFT	
Chani Jones	Member/ Parent	
Sapphire Aviles	Member/ Parent	
Shakira Rosado	Member/ Parent	
Lisa Lunsford	Member/ Parent	
	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 08X367

School Configuration (2013-14)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	637	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	72	# SETSS	31	# Integrated Collaborative Teaching	73
Types and Number of Special Classes (2013-14)					
# Visual Arts	23	# Music	24	# Drama	N/A
# Foreign Language	20	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	83.9%	% Attendance Rate		% Attendance Rate	90.9%
% Free Lunch	78.3%	% Reduced Lunch		% Reduced Lunch	10.0%
% Limited English Proficient	2.2%	% Students with Disabilities		% Students with Disabilities	21.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American		% Black or African American	34.1%
% Hispanic or Latino	59.2%	% Asian or Native Hawaiian/Pacific Islander		% Asian or Native Hawaiian/Pacific Islander	4.0%
% White	1.7%	% Multi-Racial		% Multi-Racial	N/A
Personnel (2012-13)					
Years Principal Assigned to School	5.34	# of Assistant Principals		# of Assistant Principals	2
# of Deans	N/A	# of Counselors/Social Workers		# of Counselors/Social Workers	2
% of Teachers with No Valid Teaching Certificate	2.0%	% Teaching Out of Certification		% Teaching Out of Certification	7.9%
% Teaching with Fewer Than 3 Years of Experience	41.2%	Average Teacher Absences		Average Teacher Absences	4.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	17.0%	Mathematics Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	12.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		Science Performance at levels 3 & 4 (8th Grade)	64.1%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	77.8%	Mathematics Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	53.3%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Our 2012-13 SCEP was a coordinated effort to improve student outcomes and performance by addressing the issues that most significantly lead to improved student performance. The critical step in the process was to make certain that sufficient resources were allocated to ensure that not only did we support teacher professional growth but that it was targeted to the needs of the students and the goals of the school community. Clearly we wanted our students to be technologically literate so it was important that our SCEP reflected all the components of implementation, but also connected the use of technology to our instructional goals.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Parental involvement and engagement still need greater participation. And engaging and rigorous instruction that is adequately differentiated still requires more professional development as does the targeted work of our inquiry teams.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Preparing students for high stakes assessments, exposure to CCLS-aligned curricula, and data-driven instruction take time to successfully implement. Training content and inquiry team leaders are also time intensive as is turnkey training and implementation.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Teachers were able to produce their CCLS aligned units, curriculum maps, and increase their use of formative assessments and technology applications within the classrooms. However, the consistent use of rigorous and engaging instruction was inconsistent throughout the school. And parent engagement showed minimal gains.			
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The use of the new teacher evaluation system will be a challenge to holistically implement this year. It is difficult to provide appropriate feedback that will effectively move teacher practice. While revising all of our curricula to meet the needs of all of our learners and still reflect rigorous instruction will require a large time commitment of our content teams And parent engagement still has its own set of unique challenges.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
In terms of our SPED students, we want to ensure that increase the number of students who pass their courses, increase their performance series scores, high-stakes exams (eighth grade and Regents), and movement to least restrictive environment.			
Describe how the school leader(s) will communicate with school staff and the community.			
The school uses the Skedula program to provide an integrated communication system that is real-time and effectively utilized by all staff and parents that have attended any school event or participate in any school program/team. In addition, the administration addresses the staff at all meetings, provides email and online posted documents, and post materials throughout the school. Parent outreach has been through letters, phone calls, and our automated telephone calling system. We offer after-school events that are widely advertised in the community and outreach to local community-based organizations, politicians, and businesses.			
Describe your theory of action at the core of your school's SCEP.			
At the core of our school's CEP is the need to improve teacher effectiveness so that our instruction becomes rigorous and engaging and meets the needs of all students and produces college and career ready students.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Our strategy to execute our theory of action is to provide professional development so that teachers can effectively utilize data to produce, revise, and adapt instruction so that there is an ongoing feedback system that reflects the pedagogy and its outcomes.			
List the key elements and other unique characteristics of your school's SCEP.			
The key element of our school's CEP is the use of technology to produces engaging instruction that improves teacher			

effectiveness. Essential to this is the constant monitoring of student progress and success, providing continuous feedback (based on rubrics) and appropriate next steps, and allowing teachers to work together to share and expand research-based best practices.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The school has worked hard to produce a system of responsible distributive leadership that includes a series of checks and balances. Leadership extends into all aspects of our school and includes all staff members. Ongoing checks and evaluations are conducted in our improvement plan. And areas of concern are re-evaluated and action plans are revised to ensure that our plan reaches its maximum potential.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“As a result, there is limited evidence that observation practices have a substantive impact on improving teacher practice and not all teachers are receiving feedback that is connected to a research-based framework with clear expectations of how teacher practice needs to change to meet expectations.”

Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	NA
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.

x	2.2 School leader’s vision	2.3 Systems and structures for school development
x	2.4 School leader’s use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

The school will provide all teachers with regular observational feedback and related PD so as to improve overall student credit accumulation by 5% for the 2013-14 SY.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Administrative staff parses out IPC’s to one admin who acts as lead
2. Admin will conduct observation cycles each quarter as teams – Lead IPC admin to provide feedback generated by team
3. Admin team will conference to generate feedback for end of year conference
4. Lead IPC admin will conduct end-of-year conference

B. Key personnel and other resources used to implement each strategy/activity

1. Principal
2. HS AP, MS AP
3. F-status Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All IPC’s completed by end of September
2. Quarterly Observation cycles for all those choosing Option 1, approx. every 6 weeks for those w Option 2 – monitored on a google drive document shared by Admin

D. Timeline for implementation and completion including start and end dates

1. Start 2nd week of September
2. End observation cycles by April
3. Finish end of year conferences 2nd week in June

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Feedback conferences on Mondays and Fridays
2. Observation cycles on Tues-Thurs
3. Teacher session – citywide instructional expectations for PD

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
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	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“ ... , it was not clear how instruction was designed to strategically engage a diverse range of learners. As a result, there is uneven demonstration of higher-order thinking skills in student work and not all students have the opportunity to learn in an environment consistent with the schools beliefs about teaching and learning”

Review Type:	DQR	Year:	2012-2013	Page Number:	3	HEDI Rating:	NA
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Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) 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.

x	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

In all grades there will be a 25% increase in end of year student performance from their initial -baseline assessments for the 2013-14 SY.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Review of curricula for engagement and rigor that is aligned to school’s beliefs on teaching and learning
2. Review of student work to determine students strengths and needs so as to provide appropriate scaffolding and/or enrichment
3. Skill development in curriculum maps and monitoring and tracking of student progress and success with skills
4. Ongoing formative assessments and reviews of student work to adjust instruction

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, APs, teachers, data specialists

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Inquiry teams to review student work in content areas
2. Review and revision of curricula and curriculum maps
3. School-wide instructional strategies
4. Student progress at benchmarks, summative assessments, and high-stakes assessments

D. Timeline for implementation and completion including start and end dates

1. Sept 13-June14

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Inquiry team meetings and Common planning time
2. Creation of rubrics to guide and assess all teacher/student work
3. Content teams for student work and curriculum reviews – SBO – 1hr early release for students each week for Teacher Inquiry Teams to meet

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“..., there is limited discussion surrounding the link between the work of teacher teams and student outcomes. As a result, engaging in periodic, reflective conversations regarding teacher teams is not yet embedded in teacher practices to surface gaps in student learning and teacher pedagogy critical to student mastery of the CCLS.”

Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	NA
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Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) 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		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

The use of data driven instruction which is aligned to the CCLS will increase the ELA Weighted Regents Pass Rate from 0.78 to 0.85 for the 2013-14 SY.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teacher ELA teams to review student data/work for students strengths and needs
2. Review, revise, align ELA curriculum to new CCLS ELA curriculum
3. Target skills for Reading, writing, speaking, and listening and best practices for instruction
4. Ongoing formative ELA assessments with targeted supports
5. Afterschool tutoring and test prep for Middle School and credit recovery for High School

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, APs, ELA Teacher Team

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. ELA Inquiry teams to review student work in content areas
2. Review and revision of ELA curricula and ELA curriculum map
3. School-wide instructional strategies for Reading, Writing, Speaking, and Listening
4. Student ELA progress at benchmarks, summative assessments, and high-stakes assessments

D. Timeline for implementation and completion including start and end dates

1. Sept 13 – June 14

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Inquiry team meetings and Common planning time
2. Creation of rubrics to guide and assess all teacher/student work
3. Content teams for student work and curriculum reviews – SBO – 1hr early release for students each week for Departmental Collaborative Inquiry Work. – After-school
4. Faculty meetings exchanged for working lunches so that Grade Teams can meet to discuss students
5. Per Session for After school tutoring and Credit Recovery for teachers (25 teachers x 20 days x 2 hrs)
6. Supervisor Per Session
7. Supplies: Paper, workbooks, pens, pencils

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy	x	Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
SINI Grant											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
x	PF AIS	x	PF CTE		PF College & Career Readiness		PF Common Core				
x	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
"Through the development of "living groups" the principal has created space within the school day to ensure that students have an opportunity to reflect on school culture and engage adults regarding issues of concern to them. Conversations with students around the efficacy of these living groups demonstrated that they see the value in them as conduits for communication. While, these groups create an opportunity for students to speak their mind, there are limited avenues for their voice to engender any advocacy. Students spoke of a student government ("leadership"), but were not able to articulate how students were chosen to be part of this decision making group. "											
Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	NA				

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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		X	5.3 Vision for social and emotional developmental health							
	5.4 Safety			5.5 Use of data and student needs							

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
Increased use of technology in the classrooms will increase the number of students in all grades able to earn 10+ credits by 5% for 2013-14 SY.										

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.										
A. Strategies/activities that encompass the needs of identified subgroups										
<ol style="list-style-type: none"> iLearnNYC full student body licenses have been purchased and three laptop carts have been provided. RESO A grant funds purchased additional laptop carts so that at the MS there are 2 per grade level and 1 for Special Ed and at HS there are 2 per department and 2 for Special Ed set to be delivered in Fall 2013. RESO A grant funds from July 2012 purchased interactive technology (document cameras and boards with built in speakers) for each of the classrooms and are set to be installed in Fall 2013. Technological after school clubs – FLL and FTC Robotics are 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 through MS years or HS years rotation. 										
B. Key personnel and other resources used to implement each strategy/activity										
Principal, APs. Staff points have been trained in the iLearnNYC system.										
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity										
1. Student surveys in Living Groups.										

2. Teacher surveys for technology
3. Curriculum for Living Groups
4. Technology inclusion into schools curricula, assessment practices, and evaluation systems
D. Timeline for implementation and completion including start and end dates
1. Sept 13- June 14
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Per session for teachers for Regents Review and Credit Recovery
2. Per session for coaches for non PSAL and CHAMPS funded teams
3. iLearn Licences, Castle Learning Licenses, Robotics Equipment and Entrance Feeds
4. Sports equipment and Uniforms
5. Per session for Technology PD
6. 6. Administrator Overtime

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
"How often during the school year have you been invited to an event at your child's school (workshop, program, performance, etc.)? (5.2)"										
Review Type:	LES	Year:	2012-2013	Page Number:	6	HEDI Rating:	NA			

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.										
x	6.2 Welcoming environment					6.3 Reciprocal communication				
	6.4 Partnerships and responsibilities					6.5 Use of data and families				

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
Increase parent involvement/engagement with families of students entitled to AIS to improve their overall Regents passing rates by 5% for the 2013-14 SY.									

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).									
A. Strategies/activities that encompass the needs of identified subgroups									
1. Review student records for student performance, needs and targeted areas of support									
2. After-school tutoring for targeted student areas of need									
3. Ongoing formative assessments to track and monitor student progress									
4. Parent/Family meetings for progress and at-risk needed support/socio-emotional needs									
B. Key personnel and other resources used to implement each strategy/activity									
1. Principal, APs, teachers, Guidance Counselor, Social Worker									

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Baseline assessments in all content areas and all grades
2. Formative and summative assessments
3. Mock Regents examinations, midterm, and other benchmarks
4. Regents passing percentage for each content area

D. Timeline for implementation and completion including start and end dates

1. Sept 13 – June 14

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Afterschool tutoring and credit accumulation programs
2. Per session for tutoring – Title I Program (Level 1 – didn't go to Summer School), Enrichment Academy (Level 3 and 4), Test Prep Academy (Level 1 and 2's), Regents Review for Jan and June Regents, Credit Recovery Programs each quarter
3. Ilearn Licenses, Castle Learning licenses, Skedula Program, School Messenger Program, Regents Review Books
4. Guidance Counselor and Social Worker Per Session \$45.13 per hour 75 hours each.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA	X	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>MS remedial block: MS classes are 52 minutes in length, meeting 5X weekly with the 5th block for remedial skill building.</p> <p>MS Academic Support Classes: Classes meet 2 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</p> <p>After or before school Regents Test Prep open to all students</p> <p>Before and after-school sessions or Saturday sessions each quarter for students lagging in credit accumulation needing to make-up courses</p>	<p>Differentiation within each group is delivered with each class level.</p> <p>Data based small group instruction: - Level 1 and Level 2 has 10 students per class. - Level 3 and Level 4 has 15-18 students per class. 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>Computer Lab for academic subjects using iLearn licenses max 28 per session group, gym for PE – max 30 per session group</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 – some students receive during the day, some before or after-school</p> <p>Before School, After-school or Saturdays</p>
Mathematics	<p>MS remedial block: MS classes are 52 minutes in length, meeting 5X weekly with the 5th block for remedial skill building.</p> <p>MS Academic Support Classes: Classes meet 2 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>Differentiation within each group is delivered with each class level.</p> <p>Data based small group instruction: - Level 1 and Level 2 has 10 students per class. - Level 3 and Level 4 has 15-18 students per class. 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>MS Skills periods- during the day</p> <p>MS Academic Support – During the school day</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</p> <p>After or before school Regents Test Prep open to all students</p> <p>Before and after-school sessions or Saturday sessions each quarter for students lagging in credit accumulation needing to make-up courses</p>	<p>Small Group</p> <p>Group Size varies depending on subject and need</p> <p>Computer Lab for academic subjects using iLearn licenses max 28 per session group, gym for PE – max 30 per session group</p>	<p>MS Test Prep – After school and Saturdays</p> <p>HS Regents Prep – some students receive during the day, some before or after-school</p> <p>Before School, After-school or Saturdays</p>
Science	<p>MS remedial block: MS classes are 52 minutes in length, meeting 5X weekly with the 5th block for remedial skill building.</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</p> <p>After or before school Regents Test Prep open to all students</p> <p>Before and after-school sessions or Saturday sessions each quarter for students lagging in credit accumulation needing to make-up courses</p>	<p>Differentiation within each group is delivered with each class level.</p> <p>Small Group</p> <p>Group Size varies depending on subject and need</p> <p>Computer Lab for academic subjects using iLearn licenses max 28 per session group, gym for PE – max 30 per session group</p>	<p>MS Skills periods- during the day</p> <p>MS Test Prep – After school and Saturdays</p> <p>HS Regents Prep – some students receive during the day, some before or after-school</p> <p>Before School, After-school or Saturdays</p>
Social Studies	<p>MS remedial block: MS classes are 52 minutes in length, meeting 5X weekly with the 5th block for remedial skill building.</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</p> <p>After or before school Regents Test Prep open to all students</p> <p>Before and after-school sessions or Saturday</p>	<p>Differentiation within each group is delivered with each class level.</p> <p>Small Group</p> <p>Group Size varies depending on subject and need</p> <p>Computer Lab for academic subjects using iLearn licenses max 28 per session group, gym for PE – max 30 per session group</p>	<p>MS Skills periods- during the day</p> <p>MS Test Prep – After school and Saturdays</p> <p>HS Regents Prep – some students receive during the day, some before or after-school</p> <p>Before School, After-school or Saturdays</p>

	sessions each quarter for students lagging in credit accumulation needing to make-up courses		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small Group or 1:1	During the school Day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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% Highly Qualified. However, administrators still attend job and teaching fairs for new teachers (Teaching Fellows) and experienced teachers (ATR's) and we review resumes submitted on the DOE online Open Market system to find highly qualified teachers for any possible future replacements.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We have an SBO for a 1 hour early release for HS students on Tuesday afternoons and MS students on Wednesday afternoons so that teachers can participate in ongoing collaborative inquiry professional development. New and untenured teachers are supported by state-required Mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification). Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team. All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
NA

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
MOSL Committee was formed and collaboratively chose the assessments to be used this year. Teacher teams with designated leaders review educational research to determine appropriate assessment measures for each content area as well as the Common Core Learning Standards. Rubrics from CCLS-rich sites such as Engage NY are adapted and utilized to meet the needs of our mostly ELL population. Formative assessment measures are reviewed, adapted, and tested in the classrooms and teacher teams analyze the outcomes for their next steps. Professional development is an outgrowth of the teacher surveys, observations based on the Danielson Framework for Teacher Effectiveness, and identified student needs. Instruction and assessment go hand-in-hand and we spend considerable time in our professional development to ensure that are assessments are measuring what we are teaching in the classrooms, content, skills, and process.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013–14 TO 2014–15 SCHOOL YEARS

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 is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s CEP. 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 [?](#)

District 08	Borough Bronx	School Number 367
School Name Archimedes Academy		

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Miriam Lazar	Assistant Principal Barbara Hartnett
Coach type here	Coach type here
ESL Teacher Leslie Lee	Guidance Counselor Sully Ortega
Teacher/Subject Area Jason Marti ELA	Parent Tony Gardner
Teacher/Subject Area type here	Parent Coordinator Patricia Appleton
Related Service Provider Tyrone Ero	Other Rosemarie Vitiello
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently	0	Number of certified NLA/foreign language	0	Number of teachers who hold both a bilingual extension and ESL	0

teaching in a bilingual program		teachers		certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	657	Total number of ELLs	32	ELLs as share of total student population (%)	4.87%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) school

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 checked="" type="checkbox"/>
				12	<input checked="" type="checkbox"/>						

This 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Pull-out							6	4		6	6	6		28
Push-In								2						2
Total	0	0	0	0	0	0	6	6	0	6	6	6	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	13
SIFE	5	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	12

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 SWD. [?](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	13	2	1	7	2	5	12	1	9		32
Total	13	2	1	7	2	5	12	1	9		32

Number of ELLs who have an alternate placement paraprofessional: 1

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
Bengali														0
French														0
TOTAL	0													

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language
Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	3		10	6			25
Chinese														0
Russian														0
Bengali										1	3			4
Urdu														0
Arabic														0
Haitian														0
French										1		1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	7	3	0	12	9	1	0	32

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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	2		1	1	1		6
Intermediate(I)							3	1		4	3			11
Advanced (A)							4			6	5			15
Total	0	0	0	0	0	0	8	3	0	11	9	1	0	32

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3				3
7					0
8					0
NYSAA Bilingual (SWD)					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	2		1						3
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		1	
Integrated Algebra	7		9	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	14		2	
Physics				
Global History and Geography	13		3	
US History and Government	5			
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
Archimedes Academy is a middle school and high school ; however some of newly identified ELL students are SIFE These are students that have emerging literacy skills. SIFE students have low or no literacy knowledge in their native language, and have little acquaintance with school culture and little overall academic knowledge in their home language. The SIFE student is supported by Archimedes Academy staff by being given intensive academic literacy instruction, content knowledge with background knowledge support and intensive ESL instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
On the NYSESLAT 2013 test ELL students needed to improve their proficiency in their academic related speech. While proficient in general conversation, the ELL students needed to understand and use academic terms when speaking. In the listening section of the NYSESLAT test, ELL students, especially those with special needs, had difficulties following extended academic directions. In the reading section, students need to improve their understanding of figurative language. In the writing section of the NYSESLAT, ELL students need to improve their ability to cite the text and extract the meaning from nonfiction text and write it in organized paragraphs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
Archimedes Academic is constantly revising and updating its Annual Measurable Achievement Objectives. When reviewing the data on ELL students the team looks first at the NYSESLAT results, then the state test or Regent exams if applicable. The team also reviews grading trends in content area subjects, especially ELA. Finally, on an individual student basis the team reviews progress on IEP goals. Using this current data the Archimedes Academy team makes adjustments in their curriculum and teaching methods and approaches. As of September 30, 2013 the RNMR data was not available for review. With the data available, it appeared that reading was a growth area in NYSESLAT in 2013, areas of need are writing and to a lesser degree listening and academic speech. The ability to write academic English will be highlighted in 2013–2014.
4. For each program, answer the following:
 - a. 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?

a. Across all grades ELL students that are not special education students have grown one level in proficiency

. ELL students that are special education students have demonstrated more limited growth. The majority of the students have more proficiency in the English language reading and writing as opposed to their native language. The ELL students have stronger proficiency in speaking and listening in their native language.

b. Archimedes Academy reviews the ELL students assessments; it then determines areas of need and modify the curriculum to help the majority of ELL students. The assessments are used to help set goals for ELL special education students.

c. After reviewing the ELL Periodic Assessments the school realizes that the ELL students need additional support in areas of literacy. Native language is supported in Archimedes Academy and students have access to native language supports such as native language glossaries, native language speakers and literature.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

Archimedes Academy is aware of the overidentification of English language learners (ELLs) into special education is due to misinterpreting language acquisition as a learning or language disability. Therefore before a referral is given on a student, the student receives extra attention, activities and support. If needed the student is given intensive and individualized instruction. But some ELL students may need additional support through special education services. If a student is felt by the team to need this support, data is collected including rigorous testing in their native language. The learning difficulties are discussed in a problem analysis meeting with the team and the parent with native language support. Intervention is developed by the team and data collected from those interventions. Finally, the team, along with the parents, will make a decision on whether the student needs additional support through special education.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Current student performance data using multiple assessments within programs such as NYSESLAT, LAB-R, and Scantron Performance are used to design and to plan instruction, differentiate learning, and teaching are in place in order to meet the needs of each ELL student. The use of the push-in and push-out model for the ELL students provides a differentiated learning experience. In the push-in model the ESL teacher works with ELLs doing content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. ELA objectives and standards are highlighted with an understanding of the academic vocabulary for the content subjects. In the pull-out model the ESL teacher works closely with the content teacher in order to ensure curricular alignment and differentiation for the ELL students. With this collaboration between the teachers, planning revolves around English-acquisition-focused instruction, within the content area.

7. 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?

Currently, Archimedes Academy offers an ESL program; however 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.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The first measurement in the evaluation of the program is improvement of scores on the NYSESLAT test. As of September 30, 2013 RNMR and AVP scores were not available. The ELL student should be able to carry this knowledge across content areas and there should be improvement in their state tests and Regent exams. Because the ESL program is aligned with the content subjects the students should demonstrate improvement in their reading and writing in their subjects.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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. If the parent indicates a home language that is other than English on the HLIS, the licensed and certified ESL teacher/coordinator conducts an informal interview and administers the LAB-R to the student for placement in the appropriate language proficiency level. 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 will review their 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. All initial screening is conducted by a licensed and certified ESL teacher/coordinator.

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.

The following structures are in place to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL): 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 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 at that time they are shown a Parent Orientation DVD. The agenda for that parent orientation is as follows: Sign-in, Welcome, Brief overview of highlights of CR Part 154 & Title III, presentation of the Parent Orientation Video for Parents of English Language Learners, and presentation of the Parent Survey/Program Selection Form. All parents/guardians have a clear understanding of the options available for their ELL child prior to filling out the Parent Survey/Program Selection Form.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

ELL student's entitlement letters are sent in their native language and English at the beginning of each school year. If the student arrives after the school year has started the parent is contacted and an entitlement letter in the student's native language and in English is sent to the student's home. 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 its place.

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.

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, identifying specific content area needs and monitoring progress in those specific areas. Monthly ATS reports are also reviewed for current enrollment status. If a student has not received a score of Proficient on the LAB-R or the NYSESLAT then his/her parents will receive a letter at their home in both their home language and in English notifying the parents that the 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 their home language and the English language. 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 High School 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 high school students receive a minimum of 180 minutes of ELA instruction in

English per week.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT test is administered during the timeline set by the state of New York. Each ELL student is given the speech section of the test on an individual basis, with the ESL teacher administering the test and a separate teacher or speech therapist grading the test according to the NYSESLAT rubric. The listening portion is given to small groups of ELL students to avoid distractions. The reading and writing portions are also given to small groups of students to avoid distractions. If extra time is needed for ELLs who have special needs, it is given. The NYSESLAT writing test was graded by two highly qualified ELA teachers who have experience with the grading of the New York state test and the ELA Regent exam. The writing exam was scored by ELA teachers, other than the ESL teacher.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
According to the parent surveys the current trend in our school tends to be for a more transitional ESL program. While there are 32 non Proficient ELL students and 43 in total including the Proficient ELL's, currently in our school in grades 6–12th grade. Archimedes Academy has just had an influx of newly enrolled ESL students. We currently have 31 students who are non proficient. Out of that population 15 or just under half are special education students, therefore require more supportive intervention services across the content area subjects.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

In Archimedes Academy the program model currently offered is a combination of the push-in / pull-out model for ESL.

In this program model, ESL instruction is given in English by a state certified ESL teacher who is on staff full time. The overall ELL population in each grade level (6–12th grade) are grouped by grade level and NYSESLAT level and travel as 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 ELLs students are performed in 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.

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)?

The state certified ESL teacher develops a schedule based on the ELL student most recent NYSESLAT scores. 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 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 High School 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 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 high school students receive a minimum of 180 minutes of ELA instruction in English per week.

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 foster language development and meet the demands of the Common Core Learning Standards.

In order to meet the demands of Common Core Learning for ELL students the ESL program works in close collaboration with the content area teachers in Archimedes Academy. The ESL teacher provide all teachers of ELLs with academic language and literacy professional development as well as strategies to help ELL students. The ESL teacher working with the content area teacher will also differentiate the curriculum in order to support the ELL student. In order to support the ELL student a system of support has been put

into place which includes task analysis, time management, organization, communication, as well as progress monitoring. The Common Core requires that ELL students do more reading and writing, and to use evidence to back up the points they make in class discussions, quizzes, exams, Regents test and the NYSESLET test; the ESL curriculum is designed to support academic language and the ability to cite evidence from the text. The ESL program also helps identify native language resources to fill subject matter and conceptual learning gaps which will support ELL student learning.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
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.
ELLs students are also given the option to take the state and Regent exams in Spanish when available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
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. Students' progress is evaluated and assessed periodically throughout the year. Based on the collected data the staff has identified the specific areas most in need of improvement to be the reading and writing skills of students across content areas. ESL program employs various modalities of instruction to ensure that the long term ELL students improve their 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, the team has also greatly increased the social and emotional support for our long term ELL population within the school community. In order to ensure the ELL student progress across all content areas, the ESL teacher provides the 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 their use and helping to implement the use of these strategies within the content area classes and to identify specific areas of need for ELL students within the content area classes.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) A SIFE ELL student is one that has had little-to-no literacy skills in their native language. They have had large gaps in their education and it has been inconsistent in their native country. 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 language and the English language. Because SIFE students take longer to learn English than regular ELL's they need additional support. A SIFE student can give up easily and shut down and refuse to work. They also have a higher drop rate than regular ELL's. Because of their high needs they need more academic support as well as tending to their social and emotional needs.

b) All of our ELL's including SIFE students, newcomers (0–3 years) receive additional services including Native Language support within the classroom and across all content areas. All ELL students are given positive support in their Native language. This includes being provided with Native Language support across the curriculum and being provided with bilingual dictionaries, translated curriculum access to bilingual staff and bilingual or native language texts when available. Also ESL curriculum is designed to draw out prior knowledge and literacy skills. The ESL teacher is aware and culturally sensitive to the fact that newly identified ELL's come from different cultures and the teaching style and the curriculum may be different. Therefore because these ELLs have just begun to acquire new English literacy skills they will receive extra support services which have been allocated in the weekly academic schedule. These services which occur 2 times per week are also incorporated into the curriculum. c) ELL's (4–6 years) all receive additional services including extra support services and Native Language support which has been allocated in the weekly academic schedule 2 times per week. These ELL students often need to transfer their speaking proficiency to their ability to enhance their literacy skills, particular in academic English. Students are provided with Native Language support across the curriculum and provided with bilingual dictionaries, access to bilingual staff and bilingual or native language texts when available. All ELL's are grouped homogenously 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 with additional support being available before/after school and Saturday school programs. This support focuses on reading comprehension and writing strategies within and across content areas.

d) Long term ELL's are serviced based on grade and proficiency level. Long term ELLs students often demonstrate oral proficiency in English, but low academic literacy in both English and their home language. Nearly half of long term ELL's students(47.5% 2011–2012) have an IEP. Therefore, with the ESL support given there is a need for special education support. As with all ELL students they are provided with Native Language support across the 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. The students are provided with learning goals and the ESL teacher and the student 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 a curriculum which 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. If they are special education students, their IEP goals are aligned with their ESL reading and writing goals.

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's 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 themselves of the additional support services currently in place.

E) Former ELLs that have tested proficient within the last two years are given testing accommodations.

These accommodations include bilingual glossaries, bilingual glossaries for the Regent exam, and testing in their native language if applicable. Former ELL students also have access to bilingual staff and resources from the DOE. Former ELL students data is gathered and their progress monitored and strategies put into place if the student is not making the needed progress.

7. 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?

ESL instruction is given by a certified ESL teacher who is also a special education teacher on staff. All ESL classes for the Beginner and Intermediate level students use 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. The material is also "chucked" and repetition is used. Clarification is also given through various learning styles and daily lesson assessments are given to ensure student understanding. ELL's in the Beginner, Intermediate, Advanced and Proficient level are all involved in inquiry based and project based cooperative learning 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. ELL 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, and 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 their 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 before/ after school and Saturday school programs are available with a focus on reading comprehension and writing strategies within and across content areas.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 in

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:				

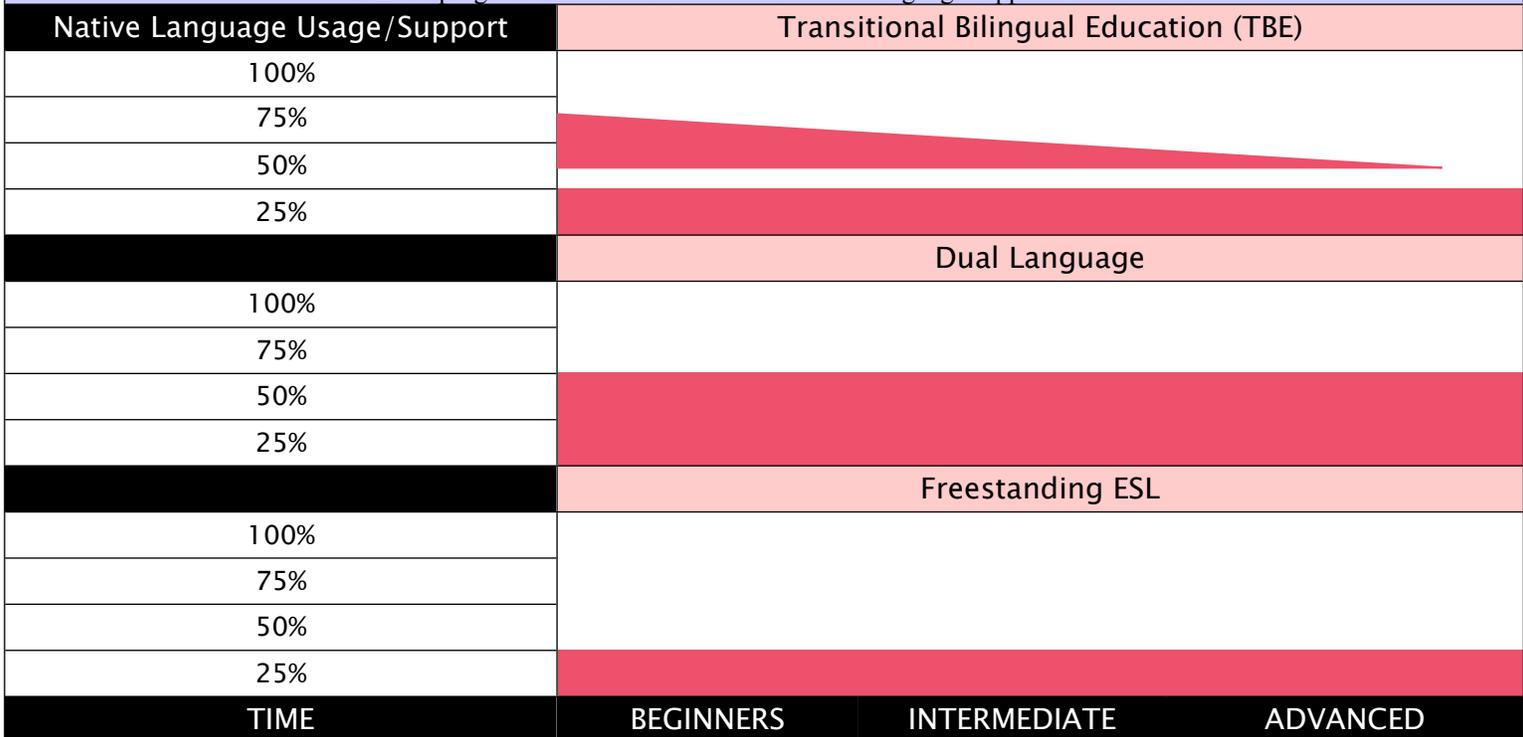
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 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>a//</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>a//</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

The program model currently offered is a combination push-in / pull-out model ESL.

In this program model, ESL instruction is given in English by a state certified ESL teacher who is on staff full time. The ESL teacher reviews with the Archimedes Academy team the results of the most current student data results from the NYSESLAT test, state exams, and the Regents exams if applicable using this current data the ESL teacher will set learning goals for the ESL students overall. The team is looking at the data to drive decision making and goals. The team will also develop individual SMART goals for ELL students so that they can show growth in specific areas of learning. Each student is provided with personalized self paced instruction and the curriculum is aligned to the state standards using a range of teaching methods to ensure that each student achieves maximum success. Student goals are evaluated and assessed periodically throughout the year.

In the ESL classroom the following strategies are all in place and they include differentiated instruction, project based learning and if available, technology adopted for all classroom instruction, and most importantly continued implementation of literacy strategies and a literacy-rich environment where students are immersed in a variety of language experiences. Those strategies include anchor reading and writing in all subject areas, and explicit vocabulary within and across content areas.

In addition, there is Life Skills coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language. This course work includes resume writing, job searching and interview skills. The postsecondary skills taught include Regents prep in all subjects and preparing for college, i.e., student loans, SAT test and how to find a college in their area of interest.

In mathematics, instruction is focused on students understanding the text of word problems before they attempt to solve them and the mathematics vocabulary. While mathematical vocabulary skills are being taught, students are given reinforced skills in their development of written and oral communication skills; this way they can understand the meaning for mathematical situations and in mathematical practices.

In Science and Social Studies strategies such as modelling supportive writing and presentation, giving scaffolded assessments, pre/post vocabulary self-assessments, "showing" images or other visual cues while speaking as well as the use of realia or real samples are used with the students. In Social Studies prior knowledge is highlighted.

Using the data from the prior year's exams the ESL teacher will stress effective test preparation strategies, which includes modifying instruction to reflect results of periodic assessments and item analyses. Based on the collected data we have identified the specific areas most in need of improvement to be, reading and writing skill levels in all core areas of English language acquisition, including reading, writing, listening and speaking.

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. The team also works closely together to use the ESL methodology in the content area classroom. 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.

Incorporated within Archimedes Academy ESL program is the support of the student's native language. This native language support includes the use of bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, and the buddy system.

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 decisively increased communication among parents and teachers across all content areas and the student is monitored and receives help by the team which includes their parents.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Overall, half of ESL students improved their NYSESLAT level on the 2013 test. The area of the largest growth was in reading and writing. Minor limited growth was experienced in academic speaking and listening. The ability to cite the text and understand academic writing will be highlighted this year 2013–2014.

11. What new programs or improvements will be considered for the upcoming school year?

Archimedes Academy has partnered with the Museum of Natural History education program for science teachers. The ESL program will have student science teachers who will collaborate with the ESL teacher in designing instruction geared towards ELL students.

12. What programs/services for ELLs will be discontinued and why?

There are no programs for ELL's that will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are encouraged to attend all school activities. All program flyers and notifications are provided in the appropriately translated format. ELLs 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 provide 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 themselves of the additional support services currently in place.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

As a school with a technology vision at its 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 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 within the ESL curriculum and core content areas which 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
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. Bilingual glossaries are given to each student to use daily as needed in their classes. Bilingual glossaries that use specific academic language in subjects such as math, chemistry, and world history are also provided to the ELL students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
Archimedes Academy continuously monitors ELL student progress which includes student work, formal and informal assessments, and test results and systematically adjusts instructional planning based on a wide variety of evidence and data. Using this data resources are allocated and contingency plans are developed. If the ELL student is also a special education student the special education team develops a plan to support the individual student's needs and learning style. The ESL teacher works with the special education teacher and the speech therapist to monitor the student's progress.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
If a student is a newly enrolled ELL student, the ESL teacher reaches out to the parent and begins a relationship of collaboration. Data from the LAB-R and NYSESLAT is taken into account and then the student's schedule is developed. A meeting is set-up with the student and their parents to discuss the student's needs. A dialogue is established with the student's teacher and they are informed about the student's testing accommodations. The student is furnished with a native language glossary.
18. What language electives are offered to ELLs?
Currently, Archimedes Academy offers the Spanish language as a language elective.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Currently, there are no dual language programs offered at Archimedes Academy. The majority of parents have selected the ESL model for their children. However if a 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 their home language and the English language.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The DOE office of English Language Learners offers educational resources and professional development as well as outside organizations, such as College Institutes, provide valuable professional development for our teachers. Teaching staff regularly utilizes professional development in order to enhance their common core teaching skills. In the 2013–2014 school year the following dates are set for professional development September 4, November 5, February 3, (high school) June 5,. In addition, every week an hour is set aside for professional develop on Tuesday for High School and on Wednesday's for middle school. The ESL teacher meets regularly with content area teacher and special education teacher to discuss classroom strategies in order to help ELL students. As a school, teachers are informed of the ELL students needed accomodations, and what the ELL student's current NYSESLAT levels. With this additional training the entire staff becomes capable at implementing effective ELL strategies in their classrooms across all of the content areas. Once a year the ESL teacher does a professional development training. In this training accommodations and how to modified the curriculum in each of the core content areas is covered. As well as an overview of various teaching strategies is covered.

Archimedes Academy supports its students in their transition from middle to high school and further from high school to college. Archimedes Academy his Living Groups, the Living Group are comprised of established group of students and teacher. The Living Groups meet twice daily, and for an hour 1/2 session once a week.

In the Living Groups meetings the following transition skills are highlighted motivation, reliability (dress code), respect for self and others, and cooperation/collaboration. As a school, Archimedes Academy develops strong study skills, work ethnic, and the ability to analysis, interpretation skills as well as problem solving within the content areas.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Archimedes Academy highly values ELL parent and community involvement, and takes active steps to ensure that both are a part of the school's culture. ELL parents are invited to activities, workshops, and the use of the resources from the Office of English Language Learners at the DOE in their native language. The ELL parents are invited to back school night as well as Parent Conferences that are held for two days in the fall and spring. Parents are also invited to seminars on topics that concern ELL parents like college preparation for their children, again these invitations are in their native language and in English. In addition, ELL parents are given a personal link to their students' academic daily performance via Skedula and Pupilpath. There is Youth Development Program is Archimedes Academy in which all students can participate. Currently, Archimedes Academy partners with the community based organizations Sobro, and Kipps Bay Boys and Girls organization. Parents also collaborate with the ESL teacher in ensuring progress for their children. Parents are given regular updates on their children's progress and if needed a meeting will be held to develop strategies and interventions to help the ELL student.

E. 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.

The NYSESLAT Modality Analysis cannot be filled out the RNMR report is not available as of October 1, 2013. The objectives for the ESL students in Archimedes Academy are to become proficient in the use of academic language which is the ability to construct meaning from oral language and written texts. Archimedes Academy students will be able to relate complex ideas and information in text and orally, and to be able to become proficient in their use of the English language and understand genres and use various linguistic strategies to communicate. Archimedes Academy students will become proficient in all four modalities which are speech, listening, writing and reading.

Part VI: LAP Assurances

School Name: Archimedes Academy

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		11/15/2013
Barbara Hartnett	Assistant Principal		11/15/13
Patricia Appleton	Parent Coordinator		11/15/13
Leslie Lee	ESL Teacher		11/15/13
Tony Gardner	Parent		11/15/13
Jason Marti/ELA	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
	Coach		
	Coach		
Sully Ortega	Guidance Counselor		11/15/13
	Network Leader		
Tyrone Ero	Other <u>IEP Coordinator</u>		11/15/13
Rosemarie Vitiello	Other <u>Speech Pathologist</u>		11/15/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08X367 School Name: Archimedes Academy

Cluster: 6 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.

As new ELL students enter Archimedes Academy parents go through a Home Language Identification Survey (HLIS). The new student is given a LAB-R to determine if the students proficiency level this will determine if they need services and if so what level. Archimedes Academy then reports this information about their ELL students into Automate the Schools' (ATS) Bilingual Education Student Information Survey (BESIS). Beginning in November of each school year, the Division of Information and Instructional Technology compiles this data, which is reviewed and verified throughout the year. We also encourage self-reporting of the family's language needs in person or online so that needed material can be translated.

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.

In 2013-2014 a Language Allocation Policy was developed by the Archimedes Academy team. This LAP is made available to the general community. Upon request, translated copies of the LAP are also available. The majority of the student population is Spanish speaking, with the second largest being speakers of Bengli. There is a smaller population of other languages including Fulani. Because Spanish is the language most needed there are multiple speakers of Spanish available at Archimedes Academy at any time. DOE documentation and written correspondent is provided in Spanish. If additional correspondent is needed in a language other than Spanish, the interpretation is requested from the DOE.

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.

Chancellor's Regulation A-663 ensures that LEP parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education by having translated documents and language assistance services or translator when needed. Each ELL student at Archmedes Academy has their home language identified and all school correspondence is sent in the translated home language. The translated home correspondence continues even after the ELL student becomes proficient. All parent/teacher meetings are set-up via a home language speaker. A translator is present at all meetings, with parent/teachers so that there is clarification and understanding on both parts.

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.

Archmedes Academy always provides translation services for all of its students. There are staff at hand that speak Spanish including the IEP Coordinator and the Guidance Counsler. If additional oral interpretation is needed with a parent that does not speak either English or Spanish, the oral interpretation services unit is called and appointments are set-up for the translator to be present when communicate is needed.

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>.

Archimedes Academy is committed to providing for the needs of our ELL student population. Archimedes Academy collects data through the Home Language Identification Survey and reports this data to ATS and BESIS. This data on home language and parental language preference is reported to ATS and BESIS. All school correspondence is given in the parents/guardian's native or home language. Parental meetings with school staff are arranged so that an interpreter is present at all times. All parents are given the opportunity to collaborate with Archimedes Academy in their native language via an interpreter. The Archimedes Academy team develops a Language Allocation Policy every two years and incorporates all of the current data available on the ELL population. The ELL parents were also provided with a copy of a Bill of Parent Rights and Responsibilities. There is 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.