

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

18K635

School Name:

OLYMPUS ACADEMY

Principal:

P.J. MURRAY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 18K635
School Type: Transfer School Grades Served: 9-12
School Address: 755 E 100 St, Brooklyn, NY 11236
Phone Number: 718-272-1926 Fax: 718-272-5713
School Contact Person: Athena Costanza Email Address: acostanza@schools.nyc.gov
Principal: P.J. Murray
UFT Chapter Leader: Tabatha Rolando
Parents' Association President: Samantha Dobbs
SLT Chairperson: Cynthia Green
Student Representative(s): Takia Watson

District Information

District: 18 Superintendent: LaShawn Robinson
Superintendent's Office Address: 131 Livingston St, Room 310C, Brooklyn, NY 11201
Superintendent's Email Address: lrobinson5@schools.nyc.gov
Phone Number: 917-822-2281 Fax: 718-935-4354

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 563 Network Leader: Lorraine Boyhan

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
P.J. Murray	*Principal or Designee	
Tabatha Rolando	*UFT Chapter Leader or Designee	
Samantha Dobbs	*PA/PTA President or Designated Co-President	
Eyon Hinds	DC 37 Representative, if applicable	
Takia Watson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Cynthia Green	CBO Representative, if applicable	
Indira Gamble Mohammed	Member/ student	
Alicia Dobbs	Member/ student	
Renee Carter	Member/ parent	
Stacy Edwards	Member/ parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. Olympus Academy is a transfer high school located in Canarsie, Brooklyn, serving students who have not met with success in traditional high school environments. Our mission: We engage over-age, under-credited students with relevant, rigorous, personalized learning experiences through which they master the skills necessary for higher education, work and life. We achieve this mission through a unique program of blended asynchronous learning that allows every student a personalized pathway to success at a pace best suited to him or her. Our small school serves as a second home to our students, who speak of the school community as “family.” As part of the New Visions network, Olympus school leaders collaborate with other dynamic transfer school leaders through a Critical Friends Group that meets monthly to share best practices in school leadership. Further, the school collaborates with a wider group of transfer schools through the Transfer School Common Core Institute, a program overseen by the Office of Post-Secondary Readiness. Olympus is also in frequent collaboration with other innovative schools through its involvement with various iZone initiatives such as the Blended Learning Institute, Mastery Collaborative, Asynchronous Pilot, and other ed-tech expos. Olympus was also selected as a PROSE school in the competitive program’s inaugural year.
2. Olympus is a city-wide leader in blended learning and has been recognized as such by the iZone, having been selected as an iZone Lab School and as an iZone Ambassador School. Our commitment to innovative practices led to our selection as a PROSE school for 2014-15. In addition, we are proud of our track record working with students with disabilities; we are pleased to see an upswing in special education enrollment this year; and we welcome the programmatic and structural challenges required to support these students, as we believe what best supports students with special needs supports all students.
3. Our greatest strides during the 2013-2014 school year were in developing structures for collaboration between teachers in the school. All teachers took part in collaborative team meetings centered on long-term projects. This collaborative structure was facilitated through creative use of the school schedule with emphasis on common planning time. These changes, in turn, have served to enhance collegiality in the school, and we hope this year to leverage this culture of collaboration to support literacy gains for our students this year, and improved performance on average over our baseline literacy assessment.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
From the 2013-2014 Quality Review:	
<ul style="list-style-type: none"> • “[The school needs to] Further refine curricula and tasks and align curricula across content areas so that all students, including those who are high performing, are cognitively engaged, challenged, and required to demonstrate their thinking.” (quality indicator 1.1) • “The school needs to] Ensure that teaching practices consistently provide all students with opportunities to engage in critical thinking and discussions so that all learners are challenged to think and achieve at high levels.” (quality indicator 1.2) 	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, a school-based Master Teacher (in collaboration with NYC DOE’s Teacher Leadership initiative) will have facilitated a series of 20 (or two per month) professional development sessions, which cover the Common Core Shifts and literacy across content areas, designed for all teachers with less than three years of experience in the classroom.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Administer online computer adaptive assessments to gain baseline data on students’ literacy levels	All students on intake	October 2014-June 2015	CBO staff, Special education teachers, assistant principal, master teacher
Share, evaluate and discuss student work products	Students reading below grade level and	October 2014-June 2015	Master Teacher overseeing collaborative teacher teams

	students with disabilities		
Develop PD and provide supports to new teachers to enhance their efficacy in the classroom	Students reading below grade level and students with disabilities	October 2014-June 2015	School-based master teacher, with support from school administration and NYC DOE's Teacher Leadership job embedded support liaison
We will host a "Curriculum night" for parents / guardians to experience a day in the life of a student, and to ensure a shared goal of improving student outcomes (trust)	Parents / guardians	September 2014	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

An SBO vote to modify professional development time for this purpose was secured in June 2014.
 A Master Teacher was identified and assigned in October 2014.
 Funding for a salary differential for Master Teacher was provided by the DOE in September 2014.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, a school-based Master Teacher will have facilitated a series of 10 (or two per month) professional development sessions, beginning with literacy across content areas, designed for teachers with less than three years of experience in the classroom.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The 2014-2015 school year has brought a 36% increase in the number of students with disabilities to Olympus Academy. In the past year, students receiving special education services, on average, outpaced general education students in attendance, credit accumulation, and graduation percentage. Due to the increase in the students with disabilities population, we must increase our capacity to support special education students if we wish to continue these trends.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will increase the percentage of team-taught classes by 25% with accompanying services.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
Revise and adapt student and teacher schedules within the asynchronous credit-earning environment	Special Education and 504 students	September 2014-June 2015	Assistant principal
Create more opportunities for one-on-one and group counseling with school psychologist. Psychologist will also meet with and support parents of students with disabilities to help improve family relations, which will help ensure parents, students and staff are in alignment vis-à-vis student needs (trust)	Sped/504/and other students on as-needed basis	September 2014-June 2015	School Psychologist Sped Liaison Assistant Principal
Re-design and enhance student advisory program and increase time allotted	All students	December 2014	CBO staff and school administration
Targeted PD for Special Education teachers provided by Network	Special Education and	December 2014-June	Principal and PD support specialist

	504 students	2015	
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per session for increased school psychologist time, additional dedicated staff to support students with disabilities

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Fair Student Funding

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

Additional dedicated staff to support students with disabilities is hired and students in need of counseling will have met with school psychologist weekly

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

From the 2013-2014 Quality Review:

“[The school needs to] Further refine curricula and tasks and align curricula across content areas so that all students, including those who are high performing, are cognitively engaged, challenged, and required to demonstrate their thinking.” (quality indicator 1.1)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of teachers will have submitted curriculum components for group peer review in PLC meetings utilizing extended time dedicated to professional development and other professional responsibilities, and they will have incorporated feedback.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Collaborative teacher teams will meet twice a week to create curriculum aligned with the instructional objectives, look at student work, and monitor student progress. Teachers will have submit curriculum components for group peer review in PLC meetings (trust).	All students	October 2015-June 2015	Master Teacher, Principal, Assistant Principal
Plan smaller team-based PDs that focus on creating skills lessons. These lessons will be showcased at a parent “Curriculum Night.”	Students with identified skill gaps	October 2015-June 2015	Master Teacher
Create a protocol for looking at student work.	Students targeted by skill workshops	October 2015-June 2015	Master Teacher Global teacher

New Visions math curriculum coach meets with math teachers twice a month to give lesson feedback and share resources	Students with <65 on Algebra Regents Exam	September 2014-June 2015	Principal New Visions Math Curriculum Coach
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

An SBO vote to modify professional development time for this purpose was secured in June 2014.
 Create a team schedule that allows for the common planning time and rotation of the master teacher to meet weekly with each team.
 Shared Google folder for all skills lessons, activities, and notes.
 New Visions math curriculum coach

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Fair Student Funding									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, teams will have been established, at least one protocol will have been selected for looking at student work, and 25% of teachers will have submitted curriculum components for group peer review.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

From the 2013-2014 Quality Review, “What the school does well”:
 “The principal ensures professional growth by conducting frequent observations with feedback, collegial support, and strategic professional development resulting in improved instruction across the school.”
 (quality indicator 4.1)
 With the influx of new teachers, these strategies must be continued to ensure professional growth of the newer teachers with the aid of the experienced teachers.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
During the 2014-15 school year, 75% of teachers will show improved practice as measured by cycles of administrator observation and feedback, with accompanying supports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Administrators will observe teachers on an individual basis and provide timely and relevant feedback	All students	November 2014-December 2104	Principal and assistant principal
Administration will work with master Teacher to provide support to teachers in identified areas of need	All students	September 2014-June 2015	Principal, assistant principal and master teacher
Parents will get to see teacher-delivered lessons on “Curriculum Night” and/or will read about school activities in School Newsletter	All students	November 2104-May 2015	Teacher team leaders, student club leader

Teachers will engage in classroom intervisitation with a schedule and set of protocols, and will work to develop shared practices through collaboration (trust)	All students	September 2014-May 2015	Master and model teachers
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Development and / deployment of a school wide observation system

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 33% of observations will be complete.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

From the 2013-2014 Quality Review, “What the school does well”:
 “Students appreciate that they have “personal relationships with their counselors” and they “trust counselors and teachers with problems in school, on the street, and at home.” They value the one on one time they have with counselors and teachers, the personal interest they take in them and their well-being, and the culture of mutual respect. Students cite this as a key to their success.”
 This practice must continue and Olympus needs to increase the family and community engagement in the culture of mutual respect. Overall, parents rated our school highly on the Learning Environment Survey, though satisfaction was somewhat lower on the statement “keeps me informed about my child’s academic progress.”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

June 2015, staff will average two positive parent / guardian phone calls per week, highlighting student progress and celebrating student success.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust 			
Create a system of data sharing and positive phone protocol	Students who earn one credit or more	October 2014-June 2015	Lead teacher
Create a script template for staff to follow, allowing for adaptation.	Students who earn one credit or more	January 2015	Lead teacher

Create and use a logging system, resulting in better shared contact info.	Students who earn one credit or more	October 2014-June 2015	Lead teacher and assistant principal
Include student achievement in school newsletter, mailed and backpacked home.	Students who earn one credit or more	December 2014-June 2015	Student club leader and CBO

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Positive phone log form, dedicated parent outreach time, student workers for newsletter, shared home contact info, per session for extra parent outreach as necessary

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, Logs will indicate an average of two calls per week per teacher and 2-3 newsletters will have been sent home.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Overaged & Undercredited 20-21 year olds. Students=16	Weekly course completion progress meetings, literacy skills workshops, STAR Reading adaptive literacy assessments	Small group and one on one, regents prep tutoring, skills workshops	Before school During school After school Saturday school
Mathematics	Overaged & Undercredited 20-21 year olds. Students=16	Weekly course completion progress meetings, skills workshops, STAR Math adaptive numeracy assessments	Small group and one on one, regents prep tutoring, skills workshops	Before school During school After school Saturday school
Science	Overaged & Undercredited 20-21 year olds. Students=16	Weekly course completion progress conferencing, skills workshops	Small group and one on one, regents prep tutoring, skills workshops	Before school During school After school Saturday school
Social Studies	Overaged & Undercredited 20-21 year olds. Students=16	Weekly course completion progress conferencing, skills workshops	Small group and one on one, regents prep tutoring, skills workshops	Before school During school After school Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Overaged & Undercredited 20-21 year olds Students=16	AO Coordinator: academic counseling, progress coordination, Advocate Counselor: life skills advisory LTW Counselor: Job Skills Weekly Workshops School Psychologist: weekly check-ins if mandated, as referred for GE.	Small groups, one-on-one counseling,	During school After school

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<ul style="list-style-type: none"> Principal will work with human resources and CFN to ensure new teachers obtain all necessary documentation for certification. Non-HQT and all new hires will be paired with an experienced HQT mentor. Principal will work collaboratively with UFT chapter leader to address issues related to retention of HQTs. School-wide collaborative teams meet twice a week and include all teachers to offer support and guidance with curriculum development and assessment planning. Provide distributive leadership opportunities for HQTs to support growth, foster ownership and promote challenge. Provide multiple opportunities for professional development on Common Core, RTI and UDL.

2b. 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).
<ul style="list-style-type: none"> The teacher teams (Humanities, STEM+P, and SPED) collaborate twice a week with each other and once a week with the Master Teacher to design and revise curricula in alignment with the Common Core shifts and our instructional objectives. The ELA and Social Studies teachers meet once a month with a consultant from reDesign to embed metacognition in online lessons. Eskolta consultants meet with teachers once a month to give feedback on the online curriculum and assessments. The principal joins the teams on a biweekly basis, to discuss challenges and successes and incorporate suggestions from the team for the team. The principal consults with the reDesign, TSCCI, and Eskolta specialists for strategies on how to further the work and to plan for future sessions.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

Classroom assessments are designed and created by teachers in subject-area teams. Whole school assessments (i.e. literacy and numeracy baseline assessments) are selected through a vetting process that includes subject-area teachers. MOSLs are selected by a committee that includes teacher leaders.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$48,355	X	Pgs. 18 & 19
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus	Federal			

School Improvement Funds				
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,610,754	X	Pgs 10-12, 18-19

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Olympus Academy**, 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 the school and the families. The 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 the school community. **Olympus Academy** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 18	Borough Brooklyn	School Number 635
School Name Olympus Academy		

B. Language Allocation Policy Team Composition [i](#) 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 P.J. Murray	Assistant Principal Athena Costanza
Coach type here	Coach type here
ESL Teacher Athena Costanza	Guidance Counselor Maxine Garcia-Davis
Teacher/Subject Area Tegan Costanza/Math	Parent type here
Teacher/Subject Area Frank Queris/ELA	Parent Coordinator NYCID
Related Service Provider Tabatha Rolando	Other type here
Network Leader(Only if working with the LAP team) type here	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
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)	197	Total number of ELLs	6	ELLs as share of total student population (%)	3.05%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-In	0	0	0	0	0	0	0	0	0	0	3	2	1	6
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	3	2	1	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	0	0	1	0	0	3	0	0	6

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	2	0	0	1	0	0	3	0	0	6
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
	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	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											2	1	1	4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1	1		2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	3	2	1	6									

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)														0
Intermediate(I)														0
Advanced (A)											3	2	1	6
Total	0	3	2	1	6									

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
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					0
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									0
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	6			
Integrated Algebra	2		3	1
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	4			1
Physics				
Global History and Geography	1		1	0
US History and Government	1			1
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Olympus has assessed the early literacy skills of all students including ESL with a teacher made assessment designed to assess skills in determining importance, inferencing, questioning, activating schema, and predictions. Our school is an iZone school. The results of that assessment determines the curriculum path the student follows according to how much skill practice is needed. There is also one for math

- skills. We are also looking into purchasing STAR assessments for literacy and math as it keeps track of progress and is adaptive.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 There is no LAB-R data from Olympus because we did not have to administer the LAB-R to any of these students. They had already been in school for more than 1 year. One student entered the school system in NYC in 2004 with a beginning grade on the LAB-R but tested at Advanced for the 2012 NYSESLAT up from an Intermediate the year before. One student tested at Advanced for the LAB-R last year and then tested at Advanced for the NYSESLAT in the same year. The 3rd student tested at Beginning on the LAB-R in 2001, and tested at Advanced in 2011 and 2012. He did not take it in his last school in 2013. The other three students have no LAB-R data in the system. All six students are advanced ESL. Five of those students are recent enrollees (September and October). 4 of whom have all been in for 5+ years. One has been in the system for 1+ year but is already Advanced. Two students just transferred. The result of the other student's NYSESLAT exam is that she is Proficient in all areas except for writing. The patterns of the NYSESLAT reveal that all of the students strengths lie in the Speaking portion, while Writing seems to be the lowest with reading close behind.
 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 [AMAQ tool](#))
 AMAQ tool is not used because Olympus is not a Title III school.
 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?

Five of the students have not taken high school state tests in their native language. Four of the five were newly enrolled this fall. Our one returning ELL refused to take his regents in Haitian-Creole because he cannot read or write in his native language. Those five take local assessments in English by choice. One ELL passed all of his regents in his native language before coming to Olympus Academy. He is practicing the ELA regents in English because he will not be able to take a native language version of that test. When he first enrolled, he would use a translator online to translate portions of his curriculum for better understanding but that has waned. Olympus Academy does not use the periodic assessments to assess. Most of the students at Olympus Academy are over aged and undercredited and have similar reading and writing challenges as our ELLs show in the NYSESLAT data. Olympus has a literacy focus through all courses that reinforce strategies while challenging students with more complex texts at their access level. Star Literacy and STAR math will keep track of the levels and gains not only for ELLs but for the entire student body.
 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](#)).
 N/A
 6. How do you make sure that a child's second language development is considered in instructional decisions?
 The Olympus Academy focus is on literacy strategies which is universal through all languages. The teachers know that all of our ELLs are advanced speakers of English. There are texts of varied complexity offered in every class and across curricula. There are laptops in every classroom for students to hold themselves accountable for their own learning, and many opportunities for one on one conferencing and mini-group workshops to work on skills. Students have their own curriculum path and can earn credits at their own pace.
 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?

N/A
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 Olympus evaluates and will continue to evaluate the success of ELLs the same way that Sped and general ed students are evaluated: Regents scores, STAR assessment progress, teacher-created assessments and curriculum adaptation based on those assessments, competencies, and graduation rates. We have never had a big enough cohort of ELLs to be measured on the Progress Report.

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](#).)
Olympus is a transfer high school. One of the entrance requirements is to have been enrolled in another high school for at least a year. Most students have the HLS already in their permanent record file. Should a student new to the NYCDOE system enroll at Olympus, a Home Language Survey would be administered by the trained ESL teacher and the informal oral interview would be administered jointly by that same ESL teacher and the trained Spanish-speaking guidance counselor (should the language be Spanish) or a translator in the Native language provided for by the NYCDOE. All students current Home Language Surveys are reviewed upon enrollment and a formal parent orientation is given with the Spanish speaking guidance counselor participating for Spanish speaking parents and students. NYCDOE translators are provided for other languages. Parent selection letters are provided and collected at the orientation. Should a parent miss the meeting the letter (in both languages) is backpacked and mailed, and a follow-up call is given to ensure the letter's return. Olympus has never had to administer LAB-Rs. Should that or administering the NYSITELL prove necessary, the ESL teacher along with the trained Spanish speaking guidance counselor would administer and assist grading of the LAB-R and/or NYSITELL. NYCDOE translators would provide the assistance for the other languages. The ESL teacher would return the materials within the 10 days to the central assessment office.
2. 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.
Should Olympus enroll a student that needs to fill out a Home Language Survey and be administered the LAB-R/NYSITELL, all three program options will be explained and selection surveys will be given during the parent orientation. This happens the day after enrollment (Olympus has rolling admission). We have staff fluent in Spanish, as well as a certified ESL teacher. The DOE provides translators upon request for any other language. Olympus currently has an ESL program that is aligned with parent requests. Should a parent choose another program and should Olympus receive 15 students with the same request, that program will open. Parents will be notified by mailing and backpack in both languages, and a phone call home (translators provided) will also ensure parents are immediately informed.
Mailings, backpacked letters, and phone calls are made to ensure that every parent receives and understands all the information and choices, and that the surveys are returned.
3. 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 [\[see tool kit\]](#).)
All entitlement letters, parent surveys, and program selection forms to our ESL parents have been distributed in both the native language and in English. The ESL teacher, Athena Costanza, is responsible for distribution and collection. We have intake documents, welcome letters, and orientation materials available in Spanish, Haitian Creole, French, and Arabic. The parent surveys and selection letters are collected right after orientation. Parent orientation is required for students entering our school. Should a parent want to take it home before returning the surveys and letters, phone calls, emails, and reminder letters home will be made to ensure a timely return. The entitlement letters, parent surveys, and selections forms (currently three) are kept in a separate student binder in the ESL teacher's office.
4. 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.
Once identified as ESL, and once parent survey and selection letters are filled out and returned, students are placed in the ESL program-an ELA class with one ELA teacher (who confers and collaborates with the ESL teacher) for 275 minutes a week. They also receive instruction in a push-in ESL model for an additional 180 minutes a week. Once a parent has made their selection, they are notified in person and given a placement letter as this placement is part of the initial intake process. Progress reports in English as well as their native language are sent home every four weeks.. School memos are mailed and backpacked in Spanish. Should there be any other home languages, those will be sent out in those languages as well. Records are kept in a binder. Once NYSESLAT scores are released, score reports as well as continued entitlement forms are mailed and backpacked to the parents. These are then placed in the student binder in the ESL teacher's office. All parents thus far have opted for ESL instruction.
5. 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.
 1. Check the RELC Basis report in ATS to determine who is eligible to take the NYSESLAT.
 2. A testing schedule (with alternate makeup dates) are handed in to testing coordinator for approval.
 3. The ESL teacher sends out a notification letter (in both languages) to the parent and student detailing the times and dates

for the individual and group portions of the NYSESLAT.

4. A reminder phone call home is given the day before the test.

5. The test is given in a separate location.

6. The students are given the speaking portion of the test individually on their own date and time in a separate location.

7. The reading, writing, listening portions of the test are group administered in a separate location. Any student who misses the test date are given the test during a makeup date within the administration period.

8. Any IEP students are tested according to the test accommodations as per their IEP.

9. The ESL and 2 ELA teachers (all trained in NYSESLAT grading), grades the writing portion.

10. All restricted and unrestricted materials are returned securely.

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. *①*

Over the past five years, Olympus Academy has only had six students total who were already designated as ESL. We now have six students at once, making 11 students in five years. Parents opted for their children to remain in the self contained and push-in ESL classes. Based on data from forms. If we get 15 students requesting bilingual, we will hire a bilingual teacher, and offer that program. The program model offered at Olympus Academy is aligned with parent requests.

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])?
 - a. There is currently one push-in ESL class offered at Olympus Academy. Each class is 55 min long so there is 275 minutes of ESL instruction provided per week. The ESL teacher confers and collaborates with the ELA teacher for the English class (also 275 min a week) to differentiate the instruction and provide support for the literacy strategies.
 - b. The program models are ungraded heterogenous classes.
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 ESL teacher provides explicit ESL instruction for 180 minutes a week (classes are 55 min long). The online model provides multiple opportunities to confer with students and provide one on one support in all content area classes.
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.

All content area classwork and homework are reviewed and supported during the push in ESL class. The ESL teacher has access to the students' online curriculum and what skills are being assessed. The ESL teacher works on the literacy strategies with the ESL students using the actual content of the content area teachers. The students have access to native language materials through print and online media for enrichment and support. So far, Olympus Academy has only needed Spanish and Haitian Creole materials. As needed, other language print materials will be purchased.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The ESL teacher in conjunction with the Spanish speaking guidance counselor (and Haitian Creole translators) create the same assessments given to the student in English in their content areas in order to highlight the most challenging areas of need for extra instruction. They are screened for fluency throughout the year
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All 4 modalities are infused not only in the online curriculum but in the skills tasks provided by the ESL teacher. Their progress is monitored through their biweekly progress reports and teacher anecdotes. We are beginning to use Skedula and Datacation to track NCLB data. STAR Literacy assessments will be used to assess progress in reading and writing. These will be given no less than 4 times a year. Listening passages were added to all of the blended English courses to help the ELLs and the other students prepare for Task 1 of the ELA Regents.
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).

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

 - b. ELLs in US schools for less than three years (in addition to the 180 minutes of ESL instruction) will also receive Saturday enrichment with the ESL teacher and after-school tutoring specifically designed to work on literacy skills. Olympus Academy currently has one student like this who has already tested Advanced after one year of schooling in this country .
 - c. ELLs receiving service 4-6 years (in addition to the 180 minutes of ESL instruction) receive after school tutoring to work on comprehension and test taking strategies.
 - d. Long term ELLs (in addition 180 minutes of ELA and 180 minutes of ESL instruction) will receive tutoring for Regents and the NYSESLAT exams from 8:00AM-8:45AM every morning with the ESL teacher.
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?

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

Any ELL that is identified as special needs will have language acquisition goals included in their IEP. The Present Level of Performance anecdotal will include their current NYSESLAT modalities as part of their assessment results. ESL students treat the push in ESL class as tutoring. They see the one-on-one (only a group of 3) instruction as an opportunity to move ahead in other content area work as well as enhance their math and literacy skills.

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		0
Social Studies:	0		
Math:	0		
Science:	0		

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>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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 ESL teacher confers with the ELA teacher and plans differentiated activities for the ESL students. The ESL teacher meets with each content area teacher once a week to conference about the individual students, discussing strengths, challenges, possible interventions, and upcoming lessons, so that the ESL teacher can support their work and the student.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Olympus has never had more than three ELL students at one time, all of whom came in having different credit and assessment needs. Before we did a self-contained ESL model, but the students treated that as not important because they were not receiving a credit for that work. The change was made to have a push in model so that students have more of a stake in the language acquisition development.
11. What new programs or improvements will be considered for the upcoming school year?
- Olympus will not introduce a new program this year.-Instead, Olympus will adapt the ESL model and change it to a push in one rather than a self-contained. The one improvement will be to use Skedula from datacation to track the ELLs progress and inform their next steps. A dynamic ELL group was created already and was synced with NYCDOE systems.
12. What programs/services for ELLs will be discontinued and why?
- No current programs/services 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.
- All students in Olympus Academy, including ELLs, have lunch tutoring, after school (dance, basketball, sewing), and Saturday tutoring and enrichment (SAT prep, basketball, regents prep) available to them. There are not enough students for extra Title III programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials include native language print materials as well as access to online translation programs. Every classroom has a library that also contains literature and textbooks written in Spanish and Creole. There are Spanish and French dictionaries available. All of Olympus' classrooms have computers which allows access to websites and documents in our ELLs native language, as well as translation software online. When ELLs of other languages enroll in our school, Olympus will purchase those native language materials as well. Every teacher uses appropriate curriculum materials, textbooks, and instructional aids, which promote critical thinking skills and reflect standards-based work and higher order thinking.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered through the ESL model through native language print materials and internet resources.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The Olympus ELLs are all Advanced and span grades 10-12. Some have been ELLs for over 10 years. Olympus provides one-on-one academic support in all subjects and the guidance counselor also meets with the higher credited ELLs (and the other seniors) to help navigate the path to college and career readiness.
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.
- Before the beginning of the school year, newly enrolled ELLs meet with their assigned advocate counselor for a one on one session. As a group they participate in a formal orientation and interview with their parents. On the first day of school, they are assigned a student mentor. They receive one on one and group counseling throughout the rest of the year.
18. What language electives are offered to ELLs?
- Spanish is the only language elective offered to ELLs and all students at Olympus Academy.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.
 1. Provide professional development in conjunction with ReDesign and TSCCI, during faculty conferences and summer institute on scaffolding strategies, cooperative learning, differentiated instruction, Understanding by Design, Principles of Learning, Bloom's Taxonomy, and questioning techniques to improve instruction and support the development of our ELL students. All online curriculum is being revisited and aligned to the Common Core Learning Standards.
 - a. Every Tuesday from September to June from 2:25PM-3:42PM the TSCCI team meets to create competencies for ELLs and all students.
 - b. Every Wednesday from September to June from 2:25PM-3:42PM the Redesign team meets to adapt and enhance the ELA curriculum to focus on literacy development and the four modalities which coincide with the Core Curriculum standards.
 - c. Two full day trainings with Renaissance Learning on STAR Literacy and STAR math-one in February and one in August 2014.
 - d. Eight remote trainings beginning in december for one hour once a month until June.
 - e. Monday staff meetings to turnkey what was learned and developed every week from each team.
 2. Provide differentiated supervision to each teacher to ensure that curriculum and teaching are aligned to our goals and that our ELL students are being serviced
 - Saturday trainings provided on literacy development.
 - QTEL Training for all content area teachers.
 - Professional Learning Teams weekly: require teachers working together to plan, look at student work, and assess needs
 3. Not Applicable.
 4. See Answer#1. All records of teacher training for ELLs (and all training) are kept in the file for emplyee records. A copy of training hours are kept in ESL binder.

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?

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Olympus Academy</u>		School DBN: <u>18K635</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
P.J. Murray	Principal		11/15/13
Athena Costanza	Assistant Principal		11/15/13
NYCID	Parent Coordinator		11/15/13
Athena Costanza	ESL Teacher		11/15/13
	Parent		1/1/01

Tegan Costanza/Math	Teacher/Subject Area		11/15/13
Frank Queris/English	Teacher/Subject Area		11/15/13
	Coach		1/1/01
	Coach		1/1/01
Maxine Garcia-Davis	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 18K635 School Name: Olympus Academy

Cluster: 563 Network: New Visions

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

Part A: Needs Assessment Findings

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

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

1. All parents whose primary language is not English, will receive the Bill of Parents Rights and Responsibilities in his/her home language instead of English as all the rest of the parents.
2. If a parent needs a Spanish translator, our guidance counselor and special education teacher speak Spanish fluently.
3. Should a parent need translating in another language, the I Speak card at the security desk, is presented to the parent to identify the language. All documents are given in the parents home language. The Translation and Interpretation Unit is called for oral translation.
4. All data regarding parents (and students) whose first language is not English is kept in the ELL binder in the ESL liaison's office.

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

Olympus Academy, so far has only gotten parents who need translators in Spanish. All notes home are already translated into Spanish and Haitian Creole. Should another language need to be interpreted, we will make a formal request to the Office of Translation and Interpretation for the appropriate form and/or interpreter. Findings were reported to the school community during the 1st week of professional development. Updates will be given once a month, if necessary at staff meetings.

Part B: Strategies and Activities

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

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

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

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

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

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

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