



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

**DBN: (i.e. 01M001):**

**08x367**

**School Name:**

**ARCHIMEDES ACADEMY FOR MATH, SCIENCE & TECHNOLOGY APPLICATIONS**

**Principal:**

**MIRIAM LAZAR**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Archimedes Academy for MST Apps School Number (DBN): 08x367  
School Level: Middle/High School Grades Served: 6-12  
School Address: 456 White Plains Road  
Phone Number: 718-617-5046 Fax: 718-617-7395  
School Contact Person: Miriam Lazar Email Address: mlazar@schools.nyc.gov  
Principal: Miriam Lazar  
UFT Chapter Leader: Joseph DiTargiani  
Parents' Association President: Tony Gardner & Yelitza Aliman – PTSA Co-Presidents  
School Leadership Team  
Chairperson: John Catto  
Student Representative(s): Deshinaye Stark-Powell, Henry Vidal

**District Information**

District: 08 Superintendent: Dr. Karen Ames  
Superintendent's Office Address: 1230 Zerega Ave, Bronx NY, 10462  
Superintendent's Email Address: kames@schools.nyc.gov  
Phone Number: 718-828-6655 Fax: 718-828-2760

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 603 Network Leader: Lawrence Pendergast

## 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 School Comprehensive Educational Plan (SCEP) 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)
Miriam Lazar	*Principal or Designee	
Joseph DiTargiani	*UFT Chapter Leader or Designee	
Tony Gardner	*PA/PTA President or Designated Co-President	
John Catto	DC 37 Representative, if applicable	
Henry Vidal Deshinaye Stark-Powell	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Yelitza Aliman	Member/ Parent - PTSA Co-President	
Chani Jones	Member/Parent	
Lisa Lunsford	Member/Parent	
Anna Clement	Member/Parent	
Barbara Berte	Member/Staff –Teacher UFT	
Barbara Hartnett	Member/Staff – Admin CSA	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Trust:</b> 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</li> </ul>

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### 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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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 SCEP Development

School Leadership Teams should engage in the following steps:

- **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.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** 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.
- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: SCEP 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 DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Archimedes Academy is a comprehensive 6–12 public school whose mission is to provide a rigorous, innovative, college-preparatory education focused on math, science and technology applications while regularly celebrating the accomplishments of its diverse student body and culminating in a Regent's diploma and the opportunity to earn college credits. Regardless of whether students choose to pursue careers in the scientific community, it is imperative that schools provide them with a solid knowledge base in math, science and technology in order for them to take their roles as informed citizens in today's society. Archimedes Academy is a beacon for mathematics, science and technology application in the Bronx.

It is our belief that students learn best when they are engaged in demanding project-based curricula that activate their prior knowledge base. To learn, students must be challenged with a variety of rigorous tasks that require them to do more than memorize new sets of facts. Project-based and "hands-on" learning experiences ground new material into a real world context thereby providing a familiar backdrop for new materials. This approach encourages students to think creatively, apply concepts and actively construct meaning. Founded in the belief that children learn in unique and complex ways, this approach offers students an opportunity to conduct their own research and experiments in the pursuit of knowledge. The Archimedes approach will help students incorporate new conceptual schema into their existing knowledge base.

Some of the most unique and important characteristics of our school are defined by our three core values and foundational pillars:

1. *Technology integration into all disciplines* – All classrooms are equipped with an interactive Promethean Board with speakers and short-throw projector built in, a document camera and desktop computer, made possible by Resolution A Funding. We have a laptop cart and remote response systems for every two classrooms. Teachers plan lessons that incorporate the use of technology so that students can interact with it throughout lessons, as well as share work with teachers and peers via Google Docs.
2. *Inquiry-based/Project-based Curricula* – Virtually all of the curricula we have selected are inquiry- and project-based such as CMP3, Active Physics, History Alive! and Investigating Earth Systems. As often as possible, teachers incorporate the rigorous Common Core-aligned tasks from these curricula into their lessons.
3. *Youth Development & Life Opportunity* – Our students are grouped into four houses at each grade level and each is divided into two gender-based living groups (10-15 students max), typically led by a faculty advisor of the same gender. Advisors remain with their groups from grades 6 – 12, allowing the students to build a strong rapport with a trusted adult within the school community. Living groups meet every morning and afternoon in a homeroom-type fashion but also for a full block every week for advisory-type activities. Youth Development team members also meet weekly with MS and HS classes as needed for asset building circles to ensure that academic classes remain places where learning will take place.

Notable collaborations and special initiatives we have in place include:

1. SoBro partners with our MS and HS to provide out-of-school time and internship programs.
2. Syracuse University Project Advance (SUPA) allows us to offer real college courses for credit.
3. We are focusing through multiple areas this year on improving student executive function.

One of our school's significant accomplishments is that we have successfully collaborated with the other two schools (one MS, one HS) on our campus to create a campus athletics department with 13 HS PSAL and 6 MS CHAMPS teams/sports, in addition to a few in-house intramural sports activities offered throughout the year across three sports seasons that we manage. We have our very own mascot—the griffin.

One challenge that we face as a school community and continue to tackle is the level of parental involvement in opportunities designed for families. While we strive to offer meaningful opportunities to parents, the level of attendance at parent functions has overall been low. This challenge is one we are working to improve upon and serves as the focus of goal 5E below.

The DTSDE Review Tenets in which we showed the most growth are Tenet 3 (Curriculum Development and Support) and Tenet 4 (Teacher Practices and Decisions). Growth in these two areas is evidenced by the improvement in the NYC Quality Review indicators of 1.1 (Curriculum), 1.2 (Pedagogy), and 2.2 (Assessment). During our 2013-14 Quality Review, the school received scores of Developing in the three areas that correspond to Tenets 3 and 4. Although the official results from our most recent 2014-15 Quality Review from December 4<sup>th</sup> have not been released, preliminary feedback reveals that significant improvement was observed in all three of these areas.

## 08X367 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	640	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	80	# SETSS	43	# Integrated Collaborative Teaching
				52
Types and Number of Special Classes (2014-15)				
# Visual Arts	18	# Music	19	# Drama
				N/A
# Foreign Language	22	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	71.0%	% Attendance Rate		89.3%
% Free Lunch	72.5%	% Reduced Lunch		8.6%
% Limited English Proficient	4.4%	% Students with Disabilities		23.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		33.4%
% Hispanic or Latino	57.8%	% Asian or Native Hawaiian/Pacific Islander		6.6%
% White	1.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		9.65
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.8%	Mathematics Performance at levels 3 & 4		20.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		79.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	68.3%	Mathematics Performance at levels 3 & 4		52.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	81.6%	% of 2nd year students who earned 10+ credits		73.3%
% of 3rd year students who earned 10+ credits	58.8%	4 Year Graduation Rate		52.9%
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	640	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	80	# SETSS	43	# Integrated Collaborative Teaching
				52
Types and Number of Special Classes (2014-15)				
# Visual Arts	18	# Music	19	# Drama
				N/A
# Foreign Language	22	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	71.0%	% Attendance Rate		89.3%
% Free Lunch	72.5%	% Reduced Lunch		8.6%
% Limited English Proficient	4.4%	% Students with Disabilities		23.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		33.4%
% Hispanic or Latino	57.8%	% Asian or Native Hawaiian/Pacific Islander		6.6%
% White	1.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		9.65
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.8%	Mathematics Performance at levels 3 & 4		20.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		79.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	68.3%	Mathematics Performance at levels 3 & 4		52.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	81.6%	% of 2nd year students who earned 10+ credits		73.3%
% of 3rd year students who earned 10+ credits	58.8%	4 Year Graduation Rate		52.9%
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District	X		
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American	YES		
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A		
White	N/A	Multi-Racial	N/A		
Students with Disabilities	NO	Limited English Proficient	N/A		
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American	YES		
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A		
White	N/A	Multi-Racial	N/A		
Students with Disabilities	YES	Limited English Proficient	N/A		
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American	YES		
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A		
White	N/A	Multi-Racial	N/A		
Students with Disabilities	N/A	Limited English Proficient	N/A		
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American	N/A		
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A		
White	N/A	Multi-Racial	N/A		
Students with Disabilities	N/A	Limited English Proficient	N/A		
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American	N/A		
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A		
White	N/A	Multi-Racial	N/A		
Students with Disabilities	N/A	Limited English Proficient	N/A		
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American	N/A		
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A		
White	N/A	Multi-Racial	N/A		
Students with Disabilities	N/A	Limited English Proficient	N/A		
Economically Disadvantaged	N/A				

## 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b>	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

<b>Part 1b. Needs/Areas for Improvement:</b>	
4.	Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> eveloping and <u>I</u> neffective.
5.	Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

We arrived at the self-rated HEDI ratings above by reflecting upon our school’s current strengths and areas for improvement pertaining to the Capacity Framework Element of Rigorous Instruction:

Strengths:

- Use of Common Core aligned curricular programs for all core subjects in the MS and HS.
- College-level course offerings to juniors and seniors through Syracuse University Project Advance(SUPA).
- All classes equipped with an interactive Promethean Board with built-in speakers, document cameras, desktop computer.
- One laptop cart for every two classrooms and 12 sets of remote response systems.
- Teachers work with administration to implement Common Core tasks using application of skills in order for students to demonstrate mastery of learning (NYC QR 2013-2014).
- School-wide teacher practice of incorporating effective questioning and discussion techniques in instruction is supported through targeted mentoring and professional development of all teachers (NYC QR 2013-2014).
- Pertaining to our school’s instructional core, on the NYC School Survey, 88% of students felt that most of the teaching staff at the school helped them to approach challenges by suggesting new strategies that they can use (NYC School Survey 2013-2014).
- On the NYC School Survey, 95% of students indicated that they need to work hard to get good grades (NYC

School survey 2013-2014).

Areas for improvement:

- Establish consistency in teacher use of instructional strategies, learning activities, and student groupings in order to improve high levels of appropriate challenge for all students at all achievement levels (NYC QR 2013-2014).
- Overall satisfaction with our school’s instructional core from parents, teachers and students was at 86%, which was less than the city average (NYC School Survey 2013-2014).

Based on our the above strengths and areas for improvement, as well as preliminary feedback from our most recent 2014-2015 QR, our area of focus for the Capacity Framework Element of Rigorous Instruction is to continue to improve teacher pedagogy using the Danielson Framework for Teaching by ensuring that it is informed by the instructional shifts, aligned to the curricula, engaging, and meets the needs of all learners so that students produce meaningful work products.

**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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, the school's CCLS-aligned curricula will be made accessible to all learners in all grades through an improvement in teacher pedagogy as informed by the Danielson Framework for Teaching, leading to a 25% increase in end-of-year student performance on the CCLS-aligned NYC MOSL Performance Tasks as compared to the baseline data.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will receive ongoing feedback for components 3b, 3c and 3d of the Danielson Rubric, pertaining to questioning, discussion, engagement, and assessment, for their formal and informal observations throughout the year. Teachers will also receive feedback through the use of our Classroom Observation Checklist and Bulletin Board Rubrics.	All teachers	Ongoing Sep - June	Principal, Assistant Principals and F-Status Principal
Teachers will receive targeted professional development both on-site and off-site on making curriculum accessible to all learners, including professional development on providing multiple entry points, scaffolding techniques, and designing tasks to engage all students.	Self-identified teachers through surveys and teachers identified through our observations	Ongoing Oct - May	Administration, outside providers, Network Facilitators, Teacher Team Leaders

Co-Teachers will collaborate as needed during their weekly preps or professional work time to strategically review teacher lesson plans to ensure that the lessons and activities will be rigorous, engaging, and meets the needs of all learners, including students with disabilities and English Language Learners.	ICT Co-teachers	Ongoing Sept - June	MS or HS AP as appropriate

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>- Title I funds are used to pay for outside PDs – approx. \$2000</li> <li>- Title I funds are used to pay for F-status Principal – approx. \$30000</li> <li>- There are no other cost associated because Professional work time and PD time are built in to our weekly schedules for both MS and HS staff. In addition, ICT Teachers can co-plan during professional work time and/or the majority of ICT teams have at least one prep period in common during the week.</li> </ul>

**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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.				
Analysis of data from CCLS-aligned unit assessments and tasks that are conducted each quarter and assessed using the MOSL rubrics will reveal a 13% increase in student performance by February.				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

We arrived at the self-rated HEDI ratings above by reflecting on our schools current strengths and areas for improvement pertaining to the Capacity Framework Element of Supportive Environment:

**Strengths:**

- Students in the MS and HS are grouped into four houses at every grade level which are divided up into two gender-based living groups that are each typically led by a same gender adult advisor. The advisor follows the students through grades 6-12. This is the one adult in the school who knows the student best.
- We have a youth development team comprised of a Community Coordinator, a community associate, a SPARK counselor, the school social worker and guidance counselor, an at-large crisis paraprofessional, a MS dean and a HS dean to handle students’ social and emotional health development.
- Living Groups meet for a full block 1x per week. All MS Classes meet with YD team member 1x week for asset building circles and HS classes meet as needed. Restorative circles are used on an as-needed basis.
- There is a positive school culture characterized by mutual trust and respect where a collegial faculty and staff support students’ learning (2013-2014 NYC QR).
- The school conveys high expectations for learning by all staff and students and provides a supportive environment to maximize their learning (2013-2014 NYC QR).
- On the NYC School Survey, 98% of students indicated that they are safe at school, and 98% of students indicated that adults treat students with respect (2013-2014 NYC School Survey).

**Areas for Improvement:**

- Overall satisfaction of our school’s culture from parents, teachers and students was at 80% which was 6% less

than the city average (2013-2014 NYC School Survey).

- School performed in the 36<sup>th</sup> percentile of peer range for the % of students earning 10+ credits in their 3<sup>rd</sup> year (2013-2014 School Quality Guide).

Based on the above strengths and areas for improvement, as well as conversations with students and staff, our area of focus for the Capacity Framework Element of Supportive Environment is to strengthen the capacity of teachers serving as Living Group Advisors to more effectively mentor students and provide students with guidance on social and emotional issues and planning for college and career.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, the administration, guidance counselor and Youth Development team will work with teachers in order to strengthen their impact as Living Group Advisers, resulting in a 5% increase in the number of 3<sup>rd</sup> year high school students earning 10+ credits.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Living group advisors will participate in professional development each quarter for the purpose of improving their ability to conduct effective conversations with their advisees around credit accumulation, graduation and planning for college and career, and actively reading, interpreting, and goal-setting from quarterly report cards and transcripts.	HS Living Group Advisors	Quarterly Oct, Dec, Mar, May	YD Team, Guidance Counselor, HS AP and Principal, HS Data Specialist
The school will implement a school-wide program to increase students’ executive functioning for the purpose of helping them to develop key skills necessary to succeed in school, college and career. This year, the executive functioning program will include: Living Group advisors will monitor HW Agenda notebooks and return of required school forms, a notebook category will be introduced and used across all grading policies and in Skedula (online grading program), teachers will check and grade class notebooks, and YD team members will work with students on organizational skills during group circles.	All students	Ongoing Sept -June	Living Group Advisors and YD Team, monitored by AP’s and administration
School will introduce Apex courses into its lineup of iLearn online course offerings being provided to students that are re-taking failed courses, for the purpose of increasing the level of engagement of students with blended learning opportunities and improving student outcomes.	Students in good standing who need to make up	January - August	Content teachers working per-session monitored by HS AP

	credits (Jan-June), All students needing to make up credits – Summer School		

**Part 4 – Resources Needed**

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

- Title I Focus – for Skedula – online gradebook – 24/7 access for parents and students to monitor progress, grades and credits (\$7500 for 1-year school license)
- Title I Focus – for iLearn Apex Licenses – approved software for HS Course credit (300 site licenses at \$50 per license - \$15000 total)
- Title I Focus – per session for teachers to monitor and grade progress and award credit for iLearn Apex online course completion (approx. \$5000)
- Title I Focus – for Supplies – agenda notebooks and paper – both for student use and for teacher use printing and distributing and displaying data progress to students (\$2000)
- Title I – to cover partial salary of community associate member of YD team (\$5500)
- There are no other cost associated because Living Group Time, ABC Circle Time, Professional work time and PD time are built in to our weekly schedules for both MS and HS staff.

**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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
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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:

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

Analysis of credit accumulation data at the conclusion of the 2<sup>nd</sup> quarter in February will reveal a 5% increase in the number of 3<sup>rd</sup> year high school students on track to obtain 10+ credits, as compared to the 2<sup>nd</sup> quarter of the 2013-14 school year.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

**Part 1b. Needs/Areas for Improvement:**

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

We arrived at the self-rated HEDI ratings above by reflecting on our schools current strengths and areas for improvement pertaining to the Capacity Framework Element of Collaborative Teachers:

**Strengths:**

- Teachers regularly meet as department teams, sometimes with the assistance of network content area specialists, to revise and refine their curriculum maps, adjust their pacing of instructional topics, better align their lesson and unit plans to CCLS standards and to incorporate more hands-on rigorous tasks.
- Teachers regularly meet as grade level teams to discuss specific students and develop plans to enable struggling students to access the curriculum and achieve successful outcomes.
- An area of celebration provided during the 2013-14 NYC QR included the structures for positive learning environment, inclusive culture, and student success.
- 88% of students responding to the NYC School Survey indicate that most teaching staff at the school help students to approach challenges by suggesting new strategies, and provide extra help when needed.

**Areas for improvement:**

- Refine the school’s assessment system to enable teachers to know their individual students’ needs, strengths, and achievement on an ongoing basis (2013-14 NYC QR).
- Although the number of students earning a level 3 or 4 increased by 3% in ELA from 2012-13 to 2013-14, there is still a need to improve these results; only 20% of students scored at level 3 and 4 in ELA in 2013-14.

Based on the above strengths and areas for improvement, our area of focus for the Capacity Framework Element of Collaborative Teachers is to strengthen the collaboration of teacher teams to actively revise curricula on an ongoing

basis, informed by classroom data, in order to more effectively meet the needs of all students.

**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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, teacher teams will meet on a weekly basis to review data and revise curriculum maps and pacing calendars for core classes, academic support periods, after-school programs and Saturday Academy, resulting in an increase of 3% in the number of students scoring at Level 3 or 4 on the Grades 6-8 NYS Common Core ELA exams.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Literacy coach will meet with ELA teachers once per week in order to more effectively review classroom data and utilize it to make informed curricular changes in order to meet the needs of all students in their classes.	ELA teachers	Weekly – Jan - June	F-status literacy coach
Administrators and teachers will regularly collaborate to monitor and analyze data produced by the Scientific Learning Fast ForWord Progress intervention program and the other reading intervention programs.	Teachers involved in the Title III after-school program	Oct-June	Teachers involved in Title III after-school program and AP
School will offer extended learning time opportunities to all MS students after school and during Saturday Academy to help them better prepare for the State exams.	All MS Students	Jan-April	Teachers, MS AP
School will provide extended learning time programs to MS and HS ELL students after-school for the purpose of providing them additional time and support to be successful in three targeted programs for different levels of language proficiency (newcomers/non-english speaking, HS ELL’s preparing for Global Regents, Reading Intervention and Support with 3 sub-groupings– Wilson, Great Leaps, Scientific Learning Fast ForWord	MS and HS ELL students	After school Nov - June	Teachers involved in Title III after-school program and AP

**Part 4 – Resources Needed**

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

- Title I Focus – for textbooks to support ELT programming (\$8000)
- Title I Focus – per session for teachers and APs to conduct after-school and Saturday Academy ELT programs (approx \$15000)

- Title I Focus – for F-status literacy coach (\$331 per day for 23 days – once per week through June)
- Title I Focus – for 1-year site license to Scientific Learning Fast ForWord Progress Tracker(\$5400)
- Title III – per session for teachers to offer three targeted ELL programs after school (3 teachers, 1 hour per day for 4 days per week, for 21 weeks)
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**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	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
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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:

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.

Analysis of data from CCLS-aligned classroom assessments and assessments utilized in ELT programs through February will reveal a 2% increase in the number of MS students who are on track to earn a level 3 or 4 on the ELA exam.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	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 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

We arrived at the self-rated HEDI ratings above by reflecting on our schools current strengths and areas for improvement pertaining to the Capacity Framework Element of Effective School Leadership:

Strengths:

- The administrative team successfully created an observation system last year that allowed us to provide specific actionable feedback to teachers regarding their practice particularly in domain 3 of the Danielson Framework. As evidenced by the trend entered into the Advance system for those domains for the majority of all teachers, there was improvement. We have refined that system for this year and have already seen growth in domains 3b, 3c and 3d at the start of this year as compared to last year.
- The administrative team provided full block post observation feedback for all observations, formal and informal and will continue to do so this year.
- As determined by the 2013-14 NYC Quality Review, school leaders are supporting teachers to incorporate the instructional shifts which has encouraged collaboration and collegiality.
- 92% of teachers on the 2013-14 NYC School Survey indicated that school leaders place a high priority on the quality of teaching.

Areas for improvement:

- One area of improvement for school leadership is how well they strategically analyze the efficacy of instructional plans to provide a more coherent and effective approach to teaching and learning (2013-14 NYC

Quality Review).

- Only 81% of parents, teachers, and students on the 2013-14 NYC School Survey indicated that they are satisfied with the school's systems for improvement, which is 5% less than the citywide average.

Based on the above strengths and areas for improvement, as well as conversations with staff members, the areas of focus for the Capacity Framework Element of Effective School Leadership include improving administrative capacity to serve as instructional leaders in the school, as well as providing teachers and students with the support that they need to be successful.

**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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, school administrators will implement a system for strategically conducting required observations of all teachers using the Danielson Rubric and providing targeted and specific feedback for areas 3b, 3c and/or 3d, resulting in improved teacher practice as evidenced by an increase in the school-wide average of components 3b, 3c, and 3d in Advance by 0.5 HEDI points, as compared to the start of the school year.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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	All teachers	Ongoing Sept - June	Principal, APs, and F-status principal
School leaders and F-status principal will conduct formative and evaluative observations of all teachers according to a schedule, and hold feedback sessions with each teacher in order to support them with feedback and strategies for improvement in targeted areas.	MS ELA and Math Teachers	Sept - June	Teachers, Network and AP
Middle school ELA and math teachers will attend off-site professional development opportunities throughout the year on analyzing and using data to revise curriculum and improve instructional practice.	Principal and AP	Monthly Sept - June	Administration
School leaders will organize and participate in half-day sessions with a NYCDOE Talent Coach each quarter for the purpose of improving their ability to provide effective feedback, strategies, and action steps to teachers.			

**Part 4 – Resources Needed**

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

- Title I – F-status principal to support school leaders in the teacher evaluation and feedback process (\$30,000 for the year)

- Title I funds are used to pay for outside PDs – approx. \$2000

**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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
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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:

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.

Analysis of school-wide Advance data in February 2015 will reveal that the averages of components 3b, 3c, and 3d will increase by an average of 0.25 points school-wide.

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

**Part 1b. Needs/Areas for Improvement:**

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

We arrived at the self-rated HEDI ratings above by reflecting on our schools current strengths and areas for improvement pertaining to the Capacity Framework Element of Strong Family and Community Ties:

Strengths:

- Use of the Skedula online gradebook program, which allows 24/7 access to parents and students to monitor their assignments, grades, progress throughout each quarter and access to their entire data history (synched with ATS and STARS) of exam scores, HS grades/transcripts, Regents scores, credit accumulation, etc.
- YD Team comprised of Community Coordinator, Community Associate, Parent Coordinator, MS and HS Deans, SPARK Counselor, Guidance Counselor and Clinical Social Worker to address any and all aspects of students’ social emotional health and provide referrals to outside agencies as necessary.
- As determined by the 2013-14 NYC Quality Review, the school, via its Community Affairs and Parent Coordinators, provide strategies for parents to support their children’s learning at home, and as a result, students know what they need to do to be college and career ready and parents know what content areas strands they should support outside of school.
- On the 2013-14 NYC School Survey, 94% of parents indicate that the school makes them feel welcome and 91% of parents responded that they have communicated with school staff about their children’s progress at least one time during the school year.

Area for improvement:

- The level of parental involvement in opportunities designed for parents is low, which may be due in part to outreach efforts that have had mixed results; although 90% of parents indicated on the 2013-14 NYC School

that they have attended a parent-teacher conference at least once, only 77% of parents reported having been invited to an event at the school (workshop, program, performance).

- On the 2013-14 NYC School Quality Guide, the school was determined to be “Approaching Target” for Student Progress, to which Regents passing rates contribute.

Based on the above strengths and area for improvement, the areas of focus for the Capacity Framework Element of Strong Community and Family Ties include building upon the work we already do with families to increase their participation in family events at the school to become even more active partners in their children’s education.

**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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, there will be increased family outreach and opportunities for parents to participate in the school community, leading to families feeling more involved with the school and their children’s education and resulting in a 5% increase in the number of passed Regents exams in grades 9-12.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The school will conduct quarterly on-site workshops for parents on various topics to serve their needs and interests, such as accessing student achievement data via the school’s online Skedula gradebook, reading student transcripts, and using strategies to support their children at home.	Parents	Quarterly, December - June	Principal, parent coordinator
Parent Coordinator will work with administration to increase outreach efforts to parents using School Messenger, email and personal phone calls when necessary	Parents	Sept-Aug	Parent Coordinator, YD Team, AP’s
School is implementing Apex course licenses this year vs Aventa for their iLearn environment used with students needing to make up course credits for previous failures. Apex has 3 Tier access courses – one for struggling reader, one for on level and one honors level. Students can access coursework and practice 24/7 at home and in school but can only take assessments in school under teacher supervision	HS Students with course failures	Jan-August	HS AP, Teachers, Data Specialist, Principal
Title III after-school program will be provided to ELLs in three different target groups: reading intervention, HS Vocabulary and Skills Prep for Global Regents, and a newcomers group.	ELL students	November-June	ESL Teacher, AP

**Part 4 – Resources Needed**

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

- Title I Focus – Skedula – \$7500 for one year site license
- NYSTL Software – One year site license School Messenger – \$954
- NYSTL Software – Castle Learning – One year site license including Method Test prep for ACT/SAT – \$4658
- Title I Focus – iLearn Apex licenses – 300 full catalog access licenses for 1 year – \$15000
- Title III – after-school program for ELLs – \$11,200 per session for 3 teachers – 4 days per week

**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	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
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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:

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.

Mid-year analysis of mock Regents assessment data in each department will reveal that 5% more students are on track to pass Regents exams as compared to last year.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	All MS students	MS remedial block: MS classes are 52 minutes in length, meeting 5X weekly with the 5 <sup>th</sup> block for remedial skill building.	Differentiation within each group is delivered with each class level.	MS Skills periods-during the day
	All MS Students	MS Academic Support Classes: Classes meet 1 blocks weekly based on student data, rotating to different grade-level teachers, targeting specific skills needed with a half split between ELA and Math support in various class configurations.	Data based small group instruction: - Level 1 and Level 2 has 10 students per class. - Level 3 and Level 4 has 15-18 students per class. Students rotate to all core content grade teachers. Teachers each specialize in a specific skill so students rotate, working on all skills within a rotation cycle. Rotation cycle continue with new skill sets per cycle.	MS Academic Support – During the school day
	Primary focus – all students that scored a level 1 or 2 on last year’s NYS Exam	After-school and Saturday Academy Test Prep	Small Group	MS Test Prep – After school and Saturdays
	Previous failure of Regents Exam	HS Regents Prep classes assigned during the day to students who previously failed and/or did not take the required Regents Exam	Group Size varies depending on subject and need	HS Regents Prep – some students receive during the day, some before or after-school
	All students expected to take Regents exam that semester	After or before school Regents Test Prep open to all students	Computer Lab for academic subjects using iLearn licenses max 28 per session group, gym for PE – max 30 per session group	Before School, After-school or Saturdays
Students needing to make up credits due to previous failures	Before and after-school sessions or Saturday sessions each quarter for students lagging in credit accumulation needing to make-up			

		courses		
<b>Mathematics</b>	All MS students	MS remedial block: MS classes are 52 minutes in length, meeting 5X weekly with the 5 <sup>th</sup> block for remedial skill building.	Differentiation within each group is delivered with each class level.	MS Skills periods-during the day
	All MS Students	MS Academic Support Classes: Classes meet 1 blocks weekly based on student data, rotating to different grade-level teachers, targeting specific skills needed with a half split between ELA and Math support in various class configurations.	Data based small group instruction: - Level 1 and Level 2 has 10 students per class. - Level 3 and Level 4 has 15-18 students per class. Students rotate to all core content grade teachers. Teachers each specialize in a specific skill so students rotate, working on all skills within a rotation cycle. Rotation cycle continue with new skill sets per cycle.	MS Academic Support – During the school day
	Primary focus – all students that scored a level 1 or 2 on last year’s NYS Exam	After-school and Saturday Academy Test Prep	Small Group	MS Test Prep – After school and Saturdays
	Previous failure of Regents Exam	HS Regents Prep classes assigned during the day to students who previously failed and/or did not take the required Regents Exam	Group Size varies depending on subject and need	HS Regents Prep – some students receive during the day, some before or after-school
	All students expected to take Regents exam that semester  Students needing to make up credits due to previous failures	After or before school Regents Test Prep open to all students  Before and after-school sessions or Saturday sessions each quarter for students lagging in credit accumulation needing to make-up courses	Computer Lab for academic subjects using iLearn licenses max 28 per session group, gym for PE – max 30 per session group	Before School, After-school or Saturdays
<b>Science</b>	All MS students	MS remedial block: MS classes are 52 minutes in length, meeting 5X weekly with the 5 <sup>th</sup> block for remedial skill building.	Differentiation within each group is delivered with each class level.	MS Skills periods-during the day
	8 <sup>th</sup> graders set to take Grade 8 NYS Science Exam or HS LE Exam	After-school and Saturday Academy Test Prep	Small Group	MS Test Prep – After school and Saturdays

	<p>Previous failure of Regents Exam</p> <p>All students expected to take Regents exam that semester</p> <p>Students needing to make up credits due to previous failures</p>	<p>HS Regents Prep classes assigned during the day to students who previously failed and/or did not take the required Regents Exam</p> <p>After or before school Regents Test Prep open to all students</p> <p>Before and after-school sessions or Saturday sessions each quarter for students lagging in credit accumulation needing to make-up courses</p>	<p>Group Size varies depending on subject and need</p> <p>Computer Lab for academic subjects using iLearn licenses max 28 per session group, gym for PE – max 30 per session group</p>	<p>HS Regents Prep – some students receive during the day, some before or after-school</p> <p>Before School, After-school or Saturdays</p>
<b>Social Studies</b>	<p>All MS students</p> <p>Previous failure of Regents Exam</p> <p>All students expected to take Regents exam that semester</p> <p>Students needing to make up credits due to previous failures</p>	<p>MS remedial block: MS classes are 52 minutes in length, meeting 5X weekly with the 5<sup>th</sup> block for remedial skill building.</p> <p>HS Regents Prep classes assigned during the day to students who previously failed and/or did not take the required Regents Exam</p> <p>After or before school Regents Test Prep open to all students</p> <p>Before and after-school sessions or Saturday sessions each quarter for students lagging in credit accumulation needing to make-up courses</p>	<p>Differentiation within each group is delivered with each class level.</p> <p>Group Size varies depending on subject and need</p> <p>Computer Lab for academic subjects using iLearn licenses max 28 per session group, gym for PE – max 30 per session group</p>	<p>MS Skills periods-during the day</p> <p>HS Regents Prep – some students receive during the day, some before or after-school</p> <p>Before School, After-school or Saturdays</p>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>As identified by SBST or SIT or YD Teams</p>	<p>Counseling</p>	<p>Small Group or 1:1</p>	<p>During the school day</p>

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**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.

- Hiring Committee
- Hiring Fairs, College Teaching Programs, TFA, Open Market resumes, etc..
- Interviewee Questions that reflect an understanding of teacher best practices (DF, CCLS, meeting the needs of all students, belief in how students learn best, assessment practices, etc.)
- Mentoring to support new teachers, New Teacher Induction Committee
- Buddy teachers, Co-teachers, Lead teachers, Department Heads
- Intervisitations
- Professional development, teacher teams, department meetings
- Tenure preparation sessions
- External PD opportunities
- Accelerated courses and programs
- Support in teacher to administration certification

**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).

- Common planning time: Unit Plans – Performance Tasks and Rubrics
- Network PD for CCLS-aligned instruction
- Alignment to DF and best practices and strategies
- Modifications for SPED/ELLs and use of Paraprofessionals to support students
- Specific school and/or instructional Goals and/or Objectives related to CCLS and skills
- Ongoing monitoring and support to provide teacher and paraprofessionals feedback on their practice and its alignment to the CCLS
- Lesson and unit planning that encourages CCLS best practices and strategies, monitoring the progress, and review of student work to revise the process as needed

- Ongoing revision of curriculum for alignment to CCLS and student achievement
- Continuous review of student work related to CCLS to modify practice and meet needs of all students
- Teacher feedback on PD and its effectiveness in the classroom – to revisit needed areas or revisions

**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.

- Teacher teams review the effectiveness of school-wide and or common assessments
- Surveys are conducted on teacher knowledge, comfort, and abilities with specific strategies so appropriate PD can be provided and interventions can be effectively set-up to encourage specific assessment practices
- Teachers and teacher teams help design rubrics that effectively assess students and modify and revise based on feedback
- Teacher teams also help create, align, and modify school grading policies
- PD always includes a reflection piece so that all voices are heard in terms of the assessment practices and the needed PD.
- Based on limited observation of Formative assessments in teacher practice for the 2013-14 SY, FAs have been reflected in the PD so that it is ongoing and teachers can demonstrate data collection, modification of instruction, and provide targeted feedback to students

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated<sup>2</sup>. **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	456,076	x	12,15,21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	109,291	x	15,17,24
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	x	17,21,24
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	3,590,359	x	12,15,17,21,24

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 9: 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 SCEP 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. Archimedes Academy for Math, Science & Technology Applications, 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. Archimedes Academy for Math, Science & Technology Applications, 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Archimedes Academy	DBN: 08x367
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 51
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 2

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: \* Rationale: The after school tutorial program will support ELL students and immigrant students in their literacy skills and math skills needed for all content area classes based on the Common Core Standards. These services are beyond the mandated units of service as per CR Part 154.

\* Subgroups and grade levels: There are three subgroups: the first will support the middle school ELLs or immigrant students in the 6th to the 8th grade in their acquisition of their literacy skills and math skills needed in their content classes for their upcoming New York ELA and Math State test; the second group is high school level ELLs or immigrant students in the 9th to the 12th grade; the tutorial program will support them with helping them develop the skills needed to pass their upcoming Global Regents exam. The third group will a Transitional Bilingual Education program taught by a Spanish speaking instructor for the newly arrived Spanish speaking ELLs. There is a total of 51 ELL students that attend Archimedes Academy.

\* Schedule and duration: The afternoon tutorial will be two days a week on Monday's and Wednesday's beginning the first term on October 8, 2014 and ending at the end of June 2015. The scheduled time for these three programs are from 3:30 p.m. (directly after school) until 5:00 p.m.

\* Language of instruction: The language of instruction will be in English with native language support, except in the Transitional Bilingual Education program instruction will be in Spanish and the students will move forward towards the English language.

\* Number and types of certified teachers: There will be three certified teachers, two ESL/Special Education teachers and one Special Education and ELA certified teacher.

Global Regents prep class

The first afternoon tutorial will have one certified ESL teacher who is highly qualified in Social Studies who will be teaching a Global Regents prep class. This Global Regents prep class will include an understanding of key words or vocabulary. It will also be differentiated instruction designed for ELLs students so that they can develop successful reading comprehension of their Social Studies reading material. ELLs students will develop individual timelines which will create a visual record of the various political, economic, ecological and cultural relations and processes that they need to understand in

## Part B: Direct Instruction Supplemental Program Information

order to successfully pass their Global Regents.

### Literacy Skills

In addition, there will be a special education teacher who is also a certified ELA teacher providing explicit instruction in the literacy skills of phonological awareness and reading fluency needed for the special education ELL students. This group of about ten students are non-readers. The teacher will provide a highly structured approach to teaching, with explicitly planned lessons that will be delivered sequentially, in a controlled environment, and with a specific teacher-student communication style. Archimedes Academy's percentage of special education student ELLs is now close to 50%.

### Transitional Bilingual Education program

There will also be a Transitional Bilingual Education program taught by a certified ESL/special education teacher for the newly arrived Spanish speaking students. These newly identified ELLs have difficulties with basic modalities of speaking, listening, reading and writing English. The program will provide instruction in Spanish with transition into English. The program will promote academic achievement for ELLs and could be critical to improving educational outcomes and is consistent with the goals of increasing High School graduation rates with newly identified (ELLs) and meeting Adequate Yearly Progress under the No Child Left Behind (NCLB) Act. The program will help prepare the ELL students to succeed in their academic subjects and to learn English.

Types of materials: For the ELL special education students below 3rd grade level in middle school, the books and computer program that will be utilized are Wilson Reading and Fast For Word and they will be coupled with a reading workshop and targeted individual interventions. For the ELL special education middle school students for their math instruction the book Crosswalk Coach Mathematics will be used. For the High School afternoon Global Regents Prep sessions the book utilized will be Guerrilla Globe Regents Review. The Transitional Bilingual Education program the textbook Milestones published by Heinle will be utilized.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

\* Rationale: The ESL teacher has prepared a professional development program that is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance with ELL students within their classrooms.

\* Teachers to receive training: The teachers that will receive the training are the content teachers in

**Part C: Professional Development**

both the middle school and high school, as well as special education teachers, the guidance counselor, paras, and the office staff.

\* Schedule and duration: The two hour training will take place during Term 2.

\* Topics to be covered: The training will address the needs of the ELL and immigrant students and suggest various strategies in order to enhance their literacy skills in reading and writing.

\* Name of provider: Leslie Lee, certified ESL teacher

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

\* Rationale: Parental engagement activities are developed in order to communicate with families about the school and school programs as well individual students' progress. They are also set-up to assist parents with the transition of their children from middle to high school and beyond to college or the work place. In addition parent engagement includes ongoing communication with the parents/guardians of the ELL students attending the after school programs. This communication will be on individual ELL students' needs and progress in the after school programs as well as their performance in school. This dialogue will also allow for parental input.

\* Schedule and duration: Each of the three teachers will meet with the after school ELL students' parents/guardians on a regular basis either in person, by phone or if needed email or text to discuss the students' progress and to obtain parental input. In addition there will be two formal parent orientation meetings, in November 2014 and April 2015, two hours each session. To maintain parental engagement there is also ongoing communication throughout the year including the summer school break.

\* Topics to be covered: The topics to be covered will be the ELL students' progress and needs in regards to their school performance. Parents are informed of school programs as needed and in translated editions and, if oral communication is needed in other languages, a translator will be found.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	_____	_____

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>08</b>	Borough <b>Bronx</b>	School Number <b>367</b>
School Name <b>Archimedes Academy</b>		

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

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>657</b>	Total number of ELLs	<b>32</b>	ELLs as share of total student population (%)	<b>4.87%</b>
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out							6	4		6	6	6		28
Push-In								2						2
<b>Total</b>	0	0	0	0	0	0	6	6	0	6	6	6	0	30

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

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

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		
<b>Total</b>	<b>13</b>	<b>2</b>	<b>1</b>	<b>7</b>	<b>2</b>	<b>5</b>	<b>12</b>	<b>1</b>	<b>9</b>	<b>32</b>
Number of ELLs who have an alternate placement paraprofessional: <u>1</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
Spanish														0
Bengali														0
French														0
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	2		1	1	1		6
Intermediate(I)							3	1		4	3			11
Advanced (A)							4			6	5			15
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>11</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>32</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	3				3
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

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

**NYS Science**

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Archimedes Academy is a middle school and high school ; however some of newly identified ELL students are SIFE These are students that have emerging literacy skills. SIFE students have low or no literacy knowledge in their native language, and have little acquaintance with school culture and little overall academic knowledge in their home language. The SIFE student is supported by

Archimedes Academy staff by being given intensive academic literacy instruction, content knowledge with background knowledge support and intensive ESL instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
On the NYSESLAT 2013 test ELL students needed to improve their proficiency in their academic related speech. While proficient in general conversation, the ELL students needed to understand and use academic terms when speaking. In the listening section of the NYSESLAT test, ELL students, especially those with special needs, had difficulties following extended academic directions. In the reading section, students need to improve their understanding of figurative language. In the writing section of the NYSESLAT, ELL students need to improve their ability to cite the text and extract the meaning from nonfiction text and write it in organized paragraphs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Archimedes Academic is constantly revising and updating its Annual Measurable Achievement Objectives. When reviewing the data on ELL students the team looks first at the NYSESLAT results, then the state test or Regent exams if applicable. The team also reviews grading trends in content area subjects, especially ELA. Finally, on an individual student basis the team reviews progress on IEP goals. Using this current data the Archimedes Academy team makes adjustments in their curriculum and teaching methods and approaches. As of September 30, 2013 the RNMR data was not available for review. With the data available, it appeared that reading was a growth area in NYSESLAT in 2013, areas of need are writing and to a lesser degree listening and academic speech. The ability to write academic English will be highlighted in 2013-2014.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - a. Across all grades ELL students that are not special education students have grown one level in proficiency. ELL students that are special education students have demonstrated more limited growth. The majority of the students have more proficiency in the English language reading and writing as opposed to their native language. The ELL students have stronger proficiency in speaking and listening in their native language.
    - b. Archimedes Academy reviews the ELL students assessments; it then determines areas of need and modify the curriculum to help the majority of ELL students. The assessments are used to help set goals for ELL special education students.
    - c. After reviewing the ELL Periodic Assessments the school realizes that the ELL students need additional support in areas of literacy. Native language is supported in Archimedes Academy and students have access to native language supports such as native language glossaries, native language speakers and literature.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Archimedes Academy is aware of the overidentification of English language learners (ELLs) into special education is due to misinterpreting language acquisition as a learning or language disability. Therefore before a referral is given on a student, the student receives extra attention, activities and support. If needed the student is given intensive and individualized instruction. But some ELL students may need additional support through special education services. If a student is felt by the team to need this support, data is collected including rigorous testing in their native language. The learning difficulties are discussed in a problem analysis meeting with the team and the parent with native language support. Intervention is developed by the team and data collected from those interventions. Finally, the team, along with the parents, will make a decision on whether the student needs additional support through special education.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Current student performance data using multiple assessments within programs such as NYSESLAT, LAB-R, and Scantron Performance are used to design and to plan instruction, differentiate learning, and teaching are in place in order to meet the needs of each ELL student. The use of the push-in and push-out model for the ELL students provides a differentiated learning experience. In the push-in model the ESL teacher works with ELLs doing content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. ELA objectives and standards are highlighted with an understanding of the academic vocabulary for the content subjects. In the pull-out model the ESL teacher works closely with the content teacher in order to ensure curricular alignment and differentiation for the ELL students. With this collaboration between the teachers, planning revolves around English-acquisition-focused instruction, within the content area.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Currently, Archimedes Academy offers an ESL program; however if the parent selects a bilingual program, the school maintains a list of the approximate number of requests per grade and when we have the appropriate number of students as required by CR-Part 154 which indicates that in grade K-8 when there are 15 or more ELLs of the same language in two contiguous grades and that in grades 9-12, when there are 20 or more ELLs in any single grade at that point we will then notify the parents that a bilingual program will be made available.

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

All students newly admitted to our school are reviewed for ELL eligibility based on the student's original Home Language Identification Survey (HLIS). If a student is new to the NYC school system, a HLIS is given to the parents/guardians for completion. If the parent indicates a home language that is other than English on the HLIS, the licensed and certified ESL teacher/coordinator conducts an informal interview and administers the LAB-R to the student for placement in the appropriate language proficiency level. The informal interview may be conducted in the student's native language, as needed. If a student is deemed as a current ELL per the ATS school wide system, the ESL Coordinator will review their most current NYSESLAT score for proper placement. The certified ESL teacher in conjunction with the Principal and Assistant Principal are responsible for conducting the initial screening, and administering the HLIS and LAB-R if necessary. All initial screening is conducted by a licensed and certified ESL teacher/coordinator.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

The following structures are in place to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL): First, letters are sent to all parents/guardians in both the native language and in English explaining the program and inviting the parents/guardians to meet with the licensed and certified ESL teacher and to attend an ELL orientation. At the orientation the ESL teacher, the parent coordinator and if necessary a translator for the preferred home language is also present. Parents are given a 45- 60 minute orientation at that time they are shown a Parent Orientation DVD. The agenda for that parent orientation is as follows: Sign-in, Welcome, Brief overview of highlights of CR Part 154 & Title III, presentation of the Parent Orientation Video for Parents of English Language Learners, and presentation of the Parent Survey/Program Selection Form. All parents/guardians have a clear understanding of the options available for their ELL child prior to filling out the Parent Survey/Program Selection Form.

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

ELL student's entitlement letters are sent in their native language and English at the beginning of each school year. If the student arrives after the school year has started the parent is contacted and an entitlement letter in the student's native language and in English is sent to the student's home. Parents are informed of their options and given the opportunity to discuss and collaboratively set ELL goals that meet the specific needs of their children. In the event that a parent does not return a parent selection form to the

ESL coordinator, regular and consistent contact is made with the parent/guardian until the letters are returned and kept in the student's file. Ultimately, failure to return the Parent Survey/Program Selection Form within the designated time will be considered a selection of the TBE program option or if none is available than the current ESL program in its place.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

All student data including the results of the NYSESLAT are reviewed bi-annually by the certified ESL teacher and administrative staff to evaluate the needs of our ELL population, identifying specific content area needs and monitoring progress in those specific areas. Monthly ATS reports are also reviewed for current enrollment status. If a student has not received a score of Proficient on the LAB-R or the NYSESLAT then his/her parents will receive a letter at their home in both their home language and in English notifying the parents that the student is entitled to ELL services and that his/her child will be placed according to his/her level and parent selection on the Parent Selection form. Students are appropriately placed within 10 days of student enrollment. If the parent selects a bilingual program, the school maintains a list of the approximate number of requests per grade and when we have the appropriate number of students as required by CR-Part 154 ( which indicates that in grade K-8 when there are 15 or more ELLs of the same language in two contiguous grades and that in grades 9-12, when there are 20 or more ELLs in any single grade ) at that point we will then notify the parents that a bilingual program will be made available. If there are not enough students to form a Transitional Bilingual Education (TBE) program, parents have the option of transferring their child to another school that has a TBE program in the district/region. If they choose not to transfer their child, their child will remain at the school and be placed in the corresponding ESL program. All communication with parents/guardians is offered in both their home language and the English language. The Beginner and Intermediate Middle School students are serviced with approximately (6) 60 minute blocks of ESL pull out instruction per week for a total of 360 minutes per week. The Advanced and Proficient Middle School students are serviced with approximately (3) 60 minute blocks of ESL pull out instruction per week for a total of 180 minutes per week. The Beginning High School students are serviced with approximately (9) 60 minute blocks of ESL combined pull out and push-in model instruction per week for a total of 540 minutes per week. The Intermediate High School students are serviced with approximately (6) 60 minute blocks of ESL pull out instruction per week for a total of 360 minutes per week and the Advanced and the Proficient High School students are serviced with approximately (3) 60 minutes of ESL pull out instruction per week for a total of 180 minutes per week. All Advanced middle school and high school students receive a minimum of 180 minutes of ELA instruction in English per week.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT test is administered during the timeline set by the state of New York. Each ELL student is given the speech section of the test on an individual basis, with the ESL teacher administering the test and a separate teacher or speech therapist grading the test according to the NYSESLAT rubric. The listening portion is given to small groups of ELL students to avoid distractions. The reading and writing portions are also given to small groups of students to avoid distractions. If extra time is needed for ELLs who have special needs, it is given. The NYSESLAT writing test was graded by two highly qualified ELA teachers who have experience with the grading of the New York state test and the ELA Regent exam. The writing exam was scored by ELA teachers, other than the ESL teacher.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

According to the parent surveys the current trend in our school tends to be for a more transitional ESL program. While there are 32 non Proficient ELL students and 43 in total including the Proficient ELL's, currently in our school in grades 6-12<sup>th</sup> grade. Archimedes Academy has just had an influx of newly enrolled ESL students. We currently have 31 students who are non proficient. Out of that population 15 or just under half are special education students, therefore require more supportive intervention services across the content area subjects.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

In this program model, ESL instruction is given in English by a state certified ESL teacher who is on staff full time. The overall ELL population in each grade level (6-12th grade) are grouped by grade level and NYSESLAT level and travel as one or sometimes when necessary in two class groupings per grade level. This enables these students to be scheduled to attend the mandated number of ESL periods required in accordance with the CR-Part 154. Within the ESL classes per grade level, all ELL students are then heterogeneously grouped by individual proficiency level. Classes for the ELLs students are performed in a combination of both the pull out and push in model. Students who attend ESL classes are given a grade for the class on the middle school level and must maintain a passing grade in all curriculum work for this class which is incorporated in their overall GPA.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The state certified ESL teacher develops a schedule based on the ELL student most recent NYSESLAT scores. Students are placed in the appropriately selected program according to their proficiency level based on the scores received on the appropriate LAB-R and NYSESLAT exams using the latest examination date. The Beginner and Intermediate Middle School students are serviced with approximately (6) 60 minute blocks of ESL pull out instruction per week for a total of 360 minutes per week. The Advanced Middle School students are serviced with approximately (3) 60 minute blocks of ESL pull out instruction per week for a total of 180 minutes per week. The Beginning High School students are serviced with approximately (9) 60 minute blocks of ESL combined pull out and push-in model instruction per week for a total of 540 minutes per week. The Intermediate High School Students are serviced with approximately (6) 60 minute blocks of ESL pull out instruction per week for a total of 360 minutes per week and the Advanced High School students are serviced with approximately (3) 60 minutes of ESL pull out instruction per week for a total of 180 minutes per week. All advanced middle school and high school students receive a minimum of 180 minutes of ELA instruction in English per week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

ELLs students are also given the option to take the state and Regent exams in Spanish when available.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Each student is provided with a personalized, self paced instruction and the curriculum is aligned to the state standards using a range of teaching modalities to ensure that each student achieves maximum success. Students' progress is evaluated and assessed periodically throughout the year. Based on the collected data the staff has identified the specific areas most in need of improvement to be the reading and writing skills of students across content areas. ESL program employs various modalities of instruction to ensure that the long term ELL students improve their linguistic and academic skills. Some of the modalities utilized include the use of differentiated instruction, anchor reading and writing in all subject areas, project based instruction, explicit vocabulary study and writing instruction within and across content areas, literacy and content knowledge development, cooperative and pair share groups and the infusion of technology within the ESL and content area curriculum. In addition to the specific academic strategies in place, the team has also greatly increased the social and emotional support for our long term ELL population within the school community. In order to ensure the ELL student progress across all content areas, the ESL teacher provides the main stream teachers with adequate professional development and support to employ key language acquisition techniques for building linguistic and academic success for all ELL's students, across all content areas. The ESL teacher regularly collaborates with all content area teachers discussing their use and helping to implement the use of these strategies within the content area classes and to identify specific areas of need for ELL students within the content area classes.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) A SIFE ELL student is one that has had little-to-no literacy skills in their native language. They have had large gaps in their education and it has been inconsistent in their native country. SIFE students are identified through teacher referral and based on an initial oral interview with the parents and students regarding level of education and specific scheduling in the native country. Students who are deemed to be SIFE, having 3 or more years of interrupted education, are then administered the ALLD to determine level of competency in literary and math skills in both the native language and the English language. Because SIFE students take longer to learn English than regular ELL's they need additional support. A SIFE student can give up easily and shut down and refuse to work. They also have a higher drop rate than regular ELL's. Because of their high needs they need more academic support as well as tending to their social and emotional needs.

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

- d) Long term ELL's are serviced based on grade and proficiency level. Long term ELLs students often demonstrate oral

proficiency in English, but low academic literacy in both English and their home language. Nearly half of long term ELL's students( 47.5% 2011-2012) have an IEP. Therefore, with the ESL support given there is a need for special education support. As with all ELL students they are provided with Native Language support across the curriculum and provided with bilingual dictionaries, access to bilingual staff and bilingual or native language texts when available. Students are regularly administered written and verbal assessments in order to identify appropriate skill levels in all core areas of English Language acquisition, including Reading, Writing, Listening and Speaking. The students are provided with learning goals and the ESL teacher and the student are actively involved in monitoring and assessing their progress in the identified areas of need. Each student is provided with a personalized, self paced instruction and a curriculum which is aligned to the state standards using a range of teaching modalities to ensure that each student achieves maximum success. Student goals are evaluated and assessed periodically throughout the year. If they are special education students, their IEP goals are aligned with their ESL reading and writing goals.

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

**Courses Taught in Languages Other than English **

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

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

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

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

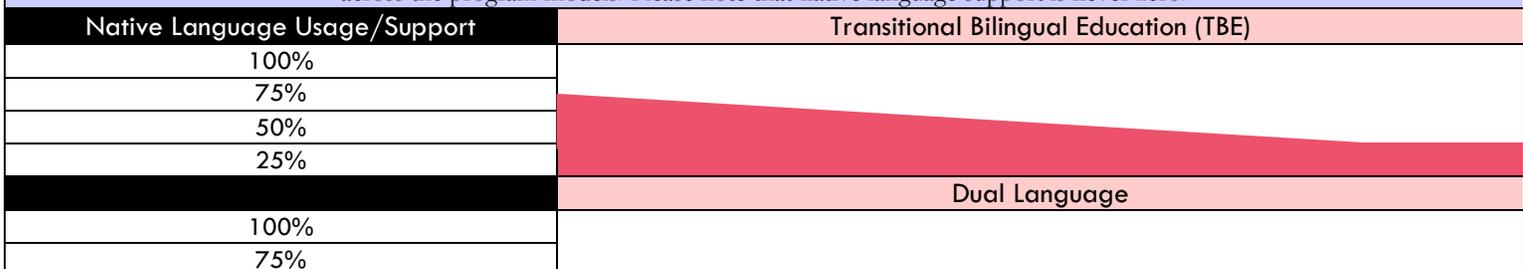
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

**Native Language Usage and Supports**

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

The ESL teacher works closely in conjunction with all content area teachers to ensure that the curriculum map is followed and ensuring that all students meet the Common Core Standards in all subject areas. The team also works closely together to use the ESL methodology in the content area classroom. Instruction is differentiated in the ESL classroom with a focus on vocabulary and concept development to reinforce the work that is being done in the content subject area classroom.

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

In addition to the specific academic strategies in place, we have also greatly increased the social and emotional support for our long term ELL population within the school community. We have decisively increased communication among parents and teachers across all content areas and the student is monitored and receives help by the team which includes their parents.

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

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

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

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

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

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

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

ELLs are encouraged to attend all school activities. All program flyers and notifications are provided in the appropriately

translated format. ELLs are afforded equal access to all supplemental programs in our building. Most ELL's receive additional academic support including extra support services which have been allocated in the block schedule and provide students a minimum of twice a week support in Math, ELA and all content areas. These classes have been homogenously grouped for all ELL students in each grade level and includes the Academic Support (AS) periods. Additional supplemental programs include at risk services providing one to one support and the added support of our after school and Saturday school programs with a focus on reading comprehension and writing strategies within and across content areas. Most of the long term ELL students do avail themselves of the additional support services currently in place.

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

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

ELL's are evaluated appropriately in their native language. Upon entry into school, the LAB-R and Spanish Lab when required are administered to each student if a home language other than English is indicated HLIS. These exams are administered by a native speaker. Students are provided testing accomodations for all state exams including bilingual glossaries and a native language translator when required. Bilingual glossaries are given to each student to use daily as needed in their classes. Bilingual glossaries that use specific academic language in subjects such as math, chemistry, and world history are also provided to the ELL students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Archimedes Academy continuously monitors ELL student progress which includes student work, formal and informal assessments, and test results and systematically adjusts instructional planning based on a wide variety of evidence and data. Using this data resources are allocated and contingency plans are developed. If the ELL student is also a special education student the special education team develops a plan to support the individual student's needs and learning style. The ESL teacher works with the special education teacher and the speech therapist to monitor the student 's progress.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

If a student is a newly enrolled ELL student, the ESL teacher reaches out to the parent and begins a relationship of collaboration. Data from the LAB-R and NYSESLAT is taken into account and then the student's schedule is developed. A meeting is set-up with the student and their parents to discuss the students needs. A dialogue is established with the student's teacher and they are informed about the student's testing accommodations. The student is furnished with a native language glossary.

18. What language electives are offered to ELLs?

Currently, Archimedes Academy offers the Spanish language as a language elective.

19. For schools with dual language programs:

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

Currently, there are no dual language programs offered at Archimedes Academy. The majority of parents have selected the ESL model for their children. However if a parent selects a bilingual program, the school maintains a list of the approximate number of requests per grade and when we have the appropriate number of students as required by CR-Part 154 which indicates that in grade K-8 when there are 15 or more ELLs of the same language in two contiguous grades and that in grades 9-12, when there are 20 or more ELLs in any single grade; at that point we will then notify the parents that a bilingual program will be made available. If there are not enough students to form a Transitional Bilingual Education (TBE) program, parents have the option of transferring their child to another school that has a TBE program in the district/region. If they choose not to transfer their child, their child will remain at the school and be placed in the corresponding ESL program. All communication with parents/guardians is offered in both their home language and the English language.

### C. Professional Development and Support for School Staff

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

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

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

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

### D. Parental Involvement

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

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

## **E. Additional Information**

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

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

School Name: Archimedes Academy

School DBN: 08X367

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miriam Lazar	Principal		11/15/2013
Barbara Hartnett	Assistant Principal		11/15/13
Patricia Appleton	Parent Coordinator		11/15/13
Leslie Lee	ESL Teacher		11/15/13
Tony Gardner	Parent		11/15/13
Jason Marti/ELA	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
	Coach		
	Coach		
Sully Ortega	Guidance Counselor		11/15/13
	Network Leader		
Tyrone Ero	Other <u>IEP Coordinator</u>		11/15/13
Rosemarie Vitiello	Other <u>Speech Pathologist</u>		11/15/13
	Other _____		
	Other _____		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 08X367 School Name: Archimedes Academy

Cluster: 6 Network: 603

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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