



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

08X367

School Name:

**ARCHIMEDES ACADEMY FOR MATH, SCIENCE AND 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 School Number (DBN): 08X367
Grades Served: 6-12
School Address: 456 White Plains Rd, Bronx, NY 10473
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: Yelitza Aliman & – PTSA Co-Presidents
SLT Chairperson: John Catto
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 8 Superintendent: 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

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: _____ Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Yelitza Aliman	*PA/PTA President or Designated Co-President	
John Catto	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/ Parent - PTSA Co-President	
Chani Jones	Member/ Parent	
Lisa Lunsford	Member/Parent	
Anna Clement	Member/Parent	
Barbara Berte	Member/ Teacher UFT	
Barbara Hartnett	Member/ Admin CSA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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.

08X367 School Information Sheet

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			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>QR 2014-15: Well Developed: 3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations</p> <p>Findings School leaders and staff in partnership with parents and families effectively communicate expectations in support to students’ progress to ensure they are prepared for the next level. These expectations are effectively communicated and support mutual accountability, instructional supports, and college and career readiness.</p> <p>Impact A culture of collaboration between staff, students and families exists that fosters high expectations for all with a clear path towards college and career readiness</p> <p>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:</p> <p>Strengths:</p> <p>- Use of Common Core aligned curricular programs for all core subjects in the MS and HS.</p>		

- 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 .

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

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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 school year, the school's CCLS-aligned curricula will be made accessible to all earners 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>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.</p>	<p>All teachers</p>	<p>Ongoing Sep - June</p>	<p>Principal, Assistant Principals and F-Status Principal</p>
<p>Teachers will receive targeted professional</p>	<p>Self-identified teachers through surveys and teachers</p>	<p>Ongoing Oct - May</p>	<p>Administration, outside providers, Network</p>

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.	identified through our observations		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 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
- Title I funds are used to pay for outside PDs											
- Title I funds are used to pay for F-status Principal – a pprox.											
- 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.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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:</p> <p>Strengths:</p> <ul style="list-style-type: none"> -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. 		

-The school conveys high expectations for learning by all staff and students and provides a supportive environment to maximize their learning.

-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.

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.

-School performed in the 36th percentile of peer range for the % of students earning 10+ credits in their 3rd year.

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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 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 3rd year high school students earning 10+ credits.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>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.</p>	<p>HS Living Group Advisors</p>	<p>Quarterly Oct, Dec, Mar, May</p>	<p>YD Team, Guidance Counselor, HS AP and Principal, HS Data Specialist</p>
<p>The school will implement a school-wide program to increase students' executive</p>	<p>All students</p>	<p>Ongoing Sept -June</p>	<p>Living Group Advisors and YD Team, monitored by AP's and administration</p>

<p>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.</p>			
<p>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.</p>	<p>Students in good standing who need to make up credits (Jan-June), All students needing to make up credits – Summer School</p>	<p>January - August</p>	<p>Content teachers working per-session monitored by HS AP</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> - Title I Focus – for Skedula – online gradebook – 24/7 access for parents and students to monitor progress, grades and credits - Title I Focus – for iLearn Apex Licenses – approved software for HS Course credit - Title I Focus – per session for teachers to monitor and grade progress and award credit for iLearn Apex online course completion - 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 - Title I – to cover partial salary of community associate member of YD team

- 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>QR 2014-15: Proficient: 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</p> <p>Findings The majority of teachers participate in teacher-led, structured professional collaborations, working together to analyze and improve classroom practice and to engage in ongoing questioning and decision.</p> <p>Impact The work of teacher teams has strengthened teacher collaboration resulting in improvements to pedagogical practices and improvement in student learning.</p> <p>Strengths:</p> <ul style="list-style-type: none"> 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. <p>Areas for improvement:</p>		

- Refine the school's assessment system to enable teachers to know their individual students' needs, strengths, and achievement on an ongoing basis.

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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>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.</p>	<p>ELA teachers</p>	<p>Weekly – Jan - June</p>	<p>F-status literacy coach</p>
<p>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.</p>	<p>Teachers involved in the Title III after-school program</p>	<p>Oct-June</p>	<p>Teachers involved in Title III after-school program and AP</p>

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

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
- Title I Focus – for textbooks to support ELT programming											
- Title I Focus – per session for teachers and APs to conduct after-school and Saturday Academy ELT programs											
- 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											
- Title III – per session for teachers to offer three targeted ELL programs after school											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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:</p> <p>Strengths:</p> <ul style="list-style-type: none"> - 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. <p>Areas for improvement:</p> <p>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</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School leaders and F-status principal will conduct formative and evaluative observations of all teachers according to a schedule, and</p>	<p>All teachers</p>	<p>Ongoing Sept - June</p>	<p>Principal, APs, and F-status principal</p>

hold feedback sessions with each teacher in order to support them with feedback and strategies for improvement in targeted areas.			
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.	MS ELA and Math Teachers	Sept - June	Teachers, Network and AP
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.	Principal and AP	Monthly Sept - June	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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											
- Title I funds are used to pay for outside PDs											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Analysis of school-wide Advance data in February 2016 will reveal that the averages of components 3b, 3c, and 3d will increase by an average of 0.25 points school-wide.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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:</p> <p>Strengths:</p> <ul style="list-style-type: none"> - 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. <p>Area for improvement:</p> <ul style="list-style-type: none"> - 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>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.</p>	<p>Parents</p>	<p>Quarterly, December - June</p>	<p>Principal, parent coordinator</p>
<p>Parent Coordinator will work with administration to increase outreach efforts to parents using School Messenger, email and</p>	<p>Parents</p>	<p>Sept-Aug</p>	<p>Parent Coordinator, YD Team, AP's</p>

personal phone calls when necessary			
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 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> - Title I Focus – Skedula – - NYSTL Software – One year site license School Messenger - NYSTL Software – Castle Learning – One year site license including Method Test prep for ACT/SAT - Title I Focus – iLearn Apex licenses – 300 full catalog access licenses for 1 year <p>Title III – after-school program for ELLs</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>All MS students All MS Students Primary focus – all students that scored a level 1 or 2 on last year’s NYS Exam Previous failure of Regents Exam</p> <p>All students expected to take Regents exam that semester 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 5th block for remedial skill building. 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. After-school and Saturday Academy Test Prep HS Regents Prep classes assigned during the day to students who previously failed and/or did not take the required Regents Exam After or before school Regents Test Prep open to all students 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. 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. Small Group Group Size varies depending on subject and need 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 MS Academic Support – During the school day MS Test Prep – After school and Saturdays HS Regents Prep – some students receive during the day, some before or afterschool Before School, Afterschool or Saturdays</p>

<p>Mathematics</p>	<p>All MS students All MS Students Primary focus – all students that scored a level 1 or 2 on last year’s NYS Exam Previous failure of Regents Exam All students expected to take Regents exam that semester 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 5th block for remedial skill building. 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. After-school and Saturday Academy Test Prep HS Regents Prep classes assigned during the day to students who previously failed and/or did not take the required Regents Exam After or before school Regents Test Prep open to all students 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. 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. Small Group Group Size varies depending on subject and need 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 periodsduring the day MS Academic Support – During the school day MS Test Prep – After school and Saturdays HS Regents Prep – some students receive during the day, some before or afterschool Before School, Afterschool or Saturdays</p>
<p>Science</p>	<p>All MS students 8 th graders set to take Grade 8 NYS Science Exam or HS LE Exam</p> <p>Previous failure of Regents Exam All students expected to take Regents exam that semester 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 5th block for remedial skill building. After-school and Saturday Academy Test Prep</p> <p>HS Regents Prep classes assigned during the day to</p>	<p>Differentiation within each group is delivered with each class level. Small Group</p> <p>Group Size varies depending on subject and need Computer Lab for academic subjects using iLearn licenses max 28 per session group, gym</p>	<p>MS Skills periodsduring the day MS Test Prep – After school and Saturdays</p> <p>HS Regents Prep – some students receive during the day, some before or afterschool Before School, Afterschool or Saturdays</p>

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
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, staff, and paraprofessionals 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 32 • 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.
na

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).
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na

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/information, early intervention services, etc.).

na

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 intervisitations 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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	597,748.00	X	section 5
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$115,591	X	section 5
Title II, Part A	Federal	0		

Title III, Part A	Federal	11,200.00	X	section 5
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,108,041.00	X	section 5

¹Explanation/Background:

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

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

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

- 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.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **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).
- **Title I School Improvement 1003(a):** To 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.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **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 an 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.
- **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.

- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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** 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** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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: <u>Archimedes Academy</u>	DBN: <u>08x367</u>
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: <u>51</u>
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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

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 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

Part B: Direct Instruction Supplemental Program Information

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 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.

Part D: Parental Engagement Activities

* 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 fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 367
School Name Archimedes Academy		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Miriam Lazar	Assistant Principal Barbara Hartnett
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Leslie Lee	School Counselor Jillnee Beasley
Teacher/Subject Area Erik Battery special education	Parent Yelitza Aliman
Teacher/Subject Area Sharlotte Lawrence ELA	Parent Coordinator Patricia Appleton
Related-Service Provider Albertina Almonte	Borough Field Support Center Staff Member Brenda A. Garcia
Superintendent Jose Ruiz	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	710	Total number of ELLs	58	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	32
SIFE	10	Developing ELLs (ELLs receiving service 4-6 years)	25	Long-Term (ELLs receiving service 7 or more years)	10

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	16	2	2	25	5	8	10	1	10		0
Total	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							3	2		4	1		1	0
Emerging (Low Intermediate)								2		4	2	2	1	0
Transitioning (High Intermediate)									2	1	2		1	0
Expanding (Advanced)							3	3	5	5	2	5		0
Commanding (Proficient)								1			1	2	4	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total								1			1	2	4	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	1			0
7	6				0
8	6	1			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	2		1		1				0
7	8					3			0
8	6		1						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	1		1		1				0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	7		4	
Integrated Algebra/CC Algebra	12		11	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	1		1	
Living Environment	9		4	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	12		4	
Geography				
US History and Government	9		2	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Archimedes Academy serves students in grades 6th grade thru 12th grade, the middle and high school grades.
 Archimedes Academy uses Scantron Performance Series for assessment. There are state assessments in mathematics, English Language Arts and science for middle school. The Regent exams and the SAT for high school students. There are also teacher based assessments in each individual classroom in all subjects including the ENL classroom. The assessments for SIFE students are an Oral Interview in the ELL student's home language with the student and parent/guardian and the LAB-R when applicable.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 On the NYSESLAT 2015 test ELLs 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. Their lack of ability to convey their understanding of the material orally demonstrates their lack of overall comprehension. In the listening section of the NYSESLAT test, ELL students, especially those with special needs had difficulties following extended academic directions. In reading section, students needed 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 meaning from nonfiction text and write it in organized paragraphs.
- 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 English Language Arts.
 Finally, on an individual special education student basis the team reviews progress toward the IEP goals. Using this current data the Archimedes Academy team makes adjustments in their curriculum and teaching methods and approaches. With the data available, it appeared that reading was a growth area in NYSESLAT in 2015, areas of need are writing and to a lesser degree listening and academic speech. The ability to write academic English will be highlighted in 2015-2016.
 Archimedes Academy meet 7 out of the 8 AMAO goals. The AMAO goal this year is "The target for this year is 16.30% with a

difference of 0.61% (percentage points) between the target and your current status." The AMAO goals that have been met range from 11.80% to 15.69%.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home 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 modifies 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *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. If needed the student is given intensive and individualized instruction through the RTI process. The first step of the process is Tier I Core Instruction. In Tier I ELL students will receive rigorous and evidence-based curriculum and the mandated ELL services hours of support. If needed by about 20% of the ELL students, Tier II is "Double Dose" of Instruction. The ELL student receives extra attention, activities and support which may include ELL services and after school instruction through Title III. If the ELL student fails to show improvement in Tier II the team may recommend Tier III. Which is an Intensive Intervention with an individual instruction plan which addresses the ELL students needs through problem solving and targeted instruction. This plan may include small group instruction or 1:1 intervention. RTI for the ELL students is designed to increase educational opportunities for linguistically and culturally diverse populations. It compares the efficacy of different forms of instruction and builds a more effective instructional program to insure academic growth for ELL students.

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

Current student performance data using multiple assessments within programs such as NYSESLAT, and Scantron Performance are used to design and to plan instruction, differentiate learning, and teaching. These assessments 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 ENL 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 ENL 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 target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Currently, Archimedes Academy offers an ENL 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 ELL 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).

The first measurement in the evaluation of the program is improvement of scores on the NYSESLAT test. The ELL student should also be able to carry this knowledge across content areas and there should be improvement in their state tests and Regent exams. Because the ENL 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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. This survey must be completed with the assistance of a pedagogue. The survey also must be completed within 10 days of the student's enrollment. This insures that the in coming student will receive needed services in a timely fashion. If the parent indicates a home language that is other than English on the HLIS, the licensed and certified ENL teacher/coordinator conducts an informal interview and administers the NYSITELL 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 ENL Coordinator will review their most current NYSITELL score for proper placement. The certified ENL teacher in conjunction with the Principal and Assistant Prinicipal are responsible for conducting the initial screening, and administering the HLIS and NYSITELL if necessary. All initial screening is conducted by a licensed and certified ENL teacher/coordinator. If the ELL student is Spanish speaking the Spanish LAB is given to support schools in instructional planning for bilingual and English as a new language ENL.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During the initial meeting with the ELL student's parents, questions are asked in the DOE Home Language Survey about previous schooling of the ELL students. This is also supported by oral questions of the ENL teacher (translated into the ELL student's home language). At that point the newly arrived ELL student may be identified as SIFE. If SIFE status is still suspected assessments such as Literacy Evaluation SIFE (LENS) are conducted in the ELL student's home language. This is coupled with assessments of the ELL student work by a member of staff that speaks the ELL student's home language.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

All newly enrolled ELL students are identified using the ATS programs, and also if they have just enrolled under a code '58'. A search in SESIS is undertaken to determine if the ELL student has an existing IEP. If no IEP is located on SESIS and the team feels that the ELL student may have IEP, former school records are located and the schools in question are contacted to see if the ELL student had an IEP. If the ELL student is determined to have higher needs an and has passed through the RTI framework the team will meet with parents to determine a course of action which might include special education services.

The team includes the following staff members: The ENL teacher, the Director of Special Education, the school administrator and the parent or guardian of the student. The meetings will be translated in the parent or guardian in their preferred language. If the student is an ELL they must be placed in a program within 10 days. The team can accept or reject the LPT recommendation in 20 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

At the beginning of the school year the certified ESL teacher consults the ATS program. The ENL teacher runs the RLAT, RLER and RNMR in ATS and reviews the reports. The ESL teacher also consults the school secretary to see if any new students have enrolled under a code '58' which means that they are new to New York City Department of Education. After taking the ELL student attendance and giving the (HLIS) and the NYSITELL if necessary an ELL student roster is developed. From the roster of ELL the entitlement letters are sent to the parents/guardians of the ELL students. For students that are not entitled to services the parent will be notified by phone and for further conformation a non-entitlement letter will be sent out. The letters and oral communication will be done in the parent's preferred language.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

ELL parents have the right to appeal their student's ELL status under the New York City Department of Education Parents' Bill of Rights and Responsibilities. A copy of those translated rights are given to the ELL parents at the beginning of the school and during ELL parent orientation. Copies of ELL student status are maintained in two separate locations in the ELL students file and with the ENL coordinator. The parents are requested to sign the letters.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The following structures are in place to ensure that parents, understand all three program choices; First, letters are sent to all parents/guardians in both the native language and in English explaining the program and inviting the parents/guardians to meet with the licensed and certified ENL teacher and to attend an ELL orientation. At the orientation the ENL teacher, the parent coordinator and if necessary a translator for the preferred home language is also present. Parents are given a 45- 60 minute orientation. The agenda for that parent orientation is as follows; Sign-in, Welcome, Brief overview of highlights of CR Part 154 & Title III, Parent

Orientation Video for Parents of English Language Learners is presented , and the Parent Survey/Program Selection Form is presented to the parents. All parents/guardians are made clear of the options available for their ELL child prior to filling out the Parent Survey/Program Selection Form.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

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 which 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 ENL 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 ENL program in place.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The Parent Survey and Program Selection are maintained with the ESL teacher and within the ELL student personal file in the main office. Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.
9. Describe how your school ensures that placement parent notification letters are distributed. Within five days of school starting letters of parent notification are mailed home to ELL student parents in the parent's preferred language. Duplicate copies are maintained and the signed (parent copies) are maintained with the ENL teacher and within the ELL student's records.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The school retains all ELL documentation in duplicate, first in the individual student's permanent record and with the ENL teacher records. All documentation is ready to be reviewed at any time. This documentation is accessible for State or City audits and reviews. A copy of this documentation will be provided to the parent upon request.
11. 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 state. The RLER on ATS is run to determine all NYSESLAT eligible students. Each ELL student is given the speech section of the test on an individual basis; with the ENL 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 whom have special needs, it is given. All ELL students that have special needs are given IEP accommodations on the test. 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 NYSESLAT writing exam was graded by ELA teachers, other than the ENL teacher.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After the results of the NYSESLAT results are reviewed by the ENL teacher also within 5 days of the start of the school year; continued entitlement and transitional support notification letters are mailed or distributed. Copies of these letters are maintained in duplicate, one copy in the student file and the second copy with the ENL teacher. All correspondence is in the parent's preferred language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The following structures are in place to ensure that parents, understand all three program choices; First, letters are sent to all parents/guardians in both the native language and in English explaining the program and inviting the parents/guardians to meet with the licensed and certified ENL teacher and to attend an ELL orientation. At the orientation the ENL teacher, the parent coordinator and if necessary a translator for the preferred home language is also present. Parents are given a 45- 60 minute orientation. The agenda for that parent orientation is as follows; Sign-in, Welcome, Brief overview of highlights of CR Part 154 & Title III, Parent Orientation Video for Parents of English Language Learners is presented , and the Parent Survey/Program Selection Form is presented to the parents. All parents/guardians are made clear of the options available for their ELL child prior to filling out the Parent Survey/Program Selection Form. After making their selection of the Parent Survey and Program Selection the majority of ELL parents selected the ENL program. In the school year of 2014-2015 6.67% of the ELL parents chose the bilingual program. For those

parents their choice was forwarded to District 8 to see if there were any vacancies in a school with that program. If they stayed in Archimedes Academy their choice was maintained on file and if 12 or more ELL students wanted Bilingual or the Dual Language Program a class will be formed.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

In Archimedes Academy the only program model currently offered is a combination integrated and stand alone model for ENL.

In this program model, ENL instruction is given in English by a state certified ENL teacher who is on staff full time. The overall ELL population in each grade level, 6-12th grade are grouped homogeneously and travel in one or sometimes when necessary in two class groupings per grade level. This enables these students to be scheduled to attend the mandated number of ENL periods required in accordance with the CR-Part 154. Within the ENL 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 stand alone model and the integrated model. The ELL students who attend ENL 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. The stand alone model focuses on improvement of English languages skills in all four modalities including speaking, listening, reading and writing. The integrated model supports English Language Arts and Social Studies and the development of the use of academic language and understanding within these core subjects.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The state certified ENL teacher develops a schedule based on the ELL student most recent NYSESLAT and NYSITELL scores. Students are placed in the appropriately selected program according to their proficiency level based on the scores received on the appropriate NYSITELL and NYSESLAT exams using the latest examination date. The Beginner/Entering and Low Intermediate/ Emerging middle school students are serviced with 6 blocks or periods of 60 minutes classes of pull out instruction per week for a total of 360 minutes per week. The Intermediate/Transitioning and Advanced/Expanding middle school students are serviced with approximately (3) 60 minute blocks of ENL pull out instruction per week for a total of 180 minutes per week. The Beginning/Entering High School students are serviced with approximately (9) 60 minute blocks of ENL combined pull out and push-in model instruction per week for a total of 540 minutes per week. The Low Intermediate/ Emerging high school students are serviced with approximately (6) 60 minute blocks of ENL pull out instruction per week for a total of 360 minutes per week and the Intermediate/Transitioning and the Advanced/Expanding high school students are serviced with approximately (3) 60 minutes of ENL pull out instruction per week for a total of 180 minutes per week. All Proficient/Commanding middle school and high school students receive an additional of 90 minutes of ELA instruction and support a week.

3. Describe how core content is delivered in each program model. 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 ENL program works in close collaboration with the content area teachers in Archimedes Academy. The ENL teacher provide all teachers of ELLs with academic language and literacy professional development as well as strategies to help ELL students. The ENL 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. Because the Common Core requires that ELL students do more reading and writing, and to use evidence to back up their points they

make in class discussions, quizzes, exams, Regents test and the NYSESLET test; the ENL curriculum is designed to support academic language and the ability to cite evidence from the text. The ENL program also helps identify native language resources to fill subject matter and conceptual learning gaps which will support ELL student learning. The integrated model supports English Language Arts and Social Studies and the development of the use of academic language and understanding within these core subjects. This is delivered by an ENL teacher that is certified in both ELA and Social Studies for the high school level. The materials that are used for the English Language Arts integrated program are EngageNY. The materials that are used for Social Studies include textbooks, Global Regent Prep materials and the Regent Prep series called Gorilla.

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

ELL's are evaluated appropriately in their native language. Upon entry into school, the NYSITELL and Spanish Lab when required are administered to each student if a home language other than English is indicated on the 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 NY state exams in Spanish. They can also take the New York Regent exams in their home language if it is 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 are 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. ENL 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 ENL and content area curriculum. In addition to the specific academic strategies in place, we have also greatly increased the social and emotional support for our long term ELL population within the school community. 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 ENL teacher regularly collaborates with all content area teachers discussing the use and helping to implement the use of these strategies within the content area classes and to identify specific areas of need for ELL students within the content area classes. The formal assessment that is given to all ELL students annually is the NYSESLAT. In middle school formal assessments include New York state mathematics and English Language Arts testing and if the ELL student is in the 8th grade they are given the New York state science test as well. If the ELL student is in high school they are given the Regent exams and the SAT. For all formal assessments ELL students are given their accommodations. They accommodations may include taking these exams in their home language. For informal assessments like exams and quizzes within the classes it can vary from weekly to quarterly. Informal assessments may include projects. ELL students may also be assessed using Scantron Performance.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status
 - 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 their education 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, by having 3 or more years of interrupted education, are then administered the Literacy Evaluation (LENS) to determine level their 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 ELLs they need additional support. SIFE students can also give up easily and shut down and refuse to work. They also have a higher drop rate than regular ELLs. Because of their high needs they need more academic support as well, including their social and emotional needs. Because of these ELL students high needs they have the option to attend before and after school tutoring.
 - b) All of our ELL's including SIFE students, newcomers (0-3 years) all receive additional service including Native Language support within the classroom and across all content areas. All ELL students are given positive support in their Native language. Which includes being provided with Native Language support across curriculum and provided with bilingual dictionaries, translated curriculum access to bilingual staff and bilingual or native language texts when available. Also ENL curriculum is designed to draw out prior knowledge and literacy skills. The ENL teacher is aware and culturally sensitive to the fact that new identified ELLs come from different cultures and the teaching style and the curriculum may be different. Therefore because these ELLs have just begun to accure new English literacy skills they will recieve extra support services which

have been allocated in the weekly academic schedule 6 to 8 times per week are also incorporated into the curriculum.

c) ELL's (4-6 years) all receive additional service including extra support services and Native Language support which have been allocated in the weekly academic schedule 2 times per week. These ELL students often need to transfer their speaking proficiency to their ability to their literacy skills, particular in academic English. Students are provided with Native Language support across curriculum and provided with bilingual dictionaries, access to bilingual staff and bilingual or native language texts when available. All ELL's are grouped homogeneously by grade level for these mandated periods and the Academic Support (AS) periods are taught by the ENL 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 ELLs students 47.5% (2011-2012) have an IEP. Therefore, with the ENL support given there is a need for special education support. As with all ELL students they are provided with Native Language support across curriculum and provided with bilingual dictionaries, access to bilingual staff and bilingual or native language texts when available. Students are regularly administered written and verbal assessments in order to identify appropriate skill levels in all core areas of English Language acquisition, including Reading, Writing, Listening and Speaking. The student's are provided with learning goals and the ENL 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 the 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 ENL reading and writing goals.

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

E) Former ELLs that have tested Proficient/commanding within the last two years are given testing accommodations. These accommodations include bilingual glossaries for all exams. For the New York state and the Regent exams, they have the option to take the tests in their native language if applicable. They are also given extra time on these exams which is time and half. They are also given 90 minutes per week in additional support from the ENL teacher. 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

After the Re-identification Process started by the parent's written request. Archimedes Academy will review the student's work in English and in the home language. At this point the ESL teacher will administer the NYSITELL. After giving the ELL student the NYSITELL the ESL teacher consults the Committee on Special Education to determine if the ELL student has a disability that may impact their ability to speak, read, write or listen in English. If the team moves forward they present their results to the school principal who determines whether to change the ELL status or not. At this point written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. The next stage is the receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision. The final step in the process is the written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly. Archimedes Academy will develop a program in which the ELL student receives their required support with the least intrusion with the ELL student's overall general education program. Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the

determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days. All notifications and relevant documents will be kept in the student's cumulative folder.

8. 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 on staff. All ENL classes for the Beginner/Entering and Low Intermediate/Emerging level students uses the balanced literacy approach which incorporates read alouds, shared readings, guided reading, literature responses, and written reports and is grounded in all four language acquisition skills of listening, speaking, reading, and writing. Ell's in the Entering, Emerging, Transitioning and Expanding level are all involved in inquiry based and project based cooperative learning in mathematics and across all content areas. Additionally, they read and write for authentic purposes, individually and in cooperative groups. At risk ELL students are provided systematic instruction. 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, 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 ENL 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 ENL 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 with a focus on reading comprehension and writing strategies within and across content areas

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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. This affords ELL students an opportunity to further develop skills in various content areas. Archimedes Academy's instructional model incorporates the use of differentiated instruction and planning for students with special education needs; this can also encompass 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.

During the IEP (initial, annual or tri-annual) meeting the team which includes the special education administrator, services providers (speech and/or counseling), at least one general education teacher, translator, parent or guardian and student discuss the options for placement. The aim of placement is to place the ELL special education student in the least restrictive environment; however this is balanced with the ELL needs. Our ENL teacher consults with content area teachers and special education 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 and IEP goals of the ELL population in our building. The ENL teacher knows the individual goals of each special education students and works with the team (including the student) to achieve those goals.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

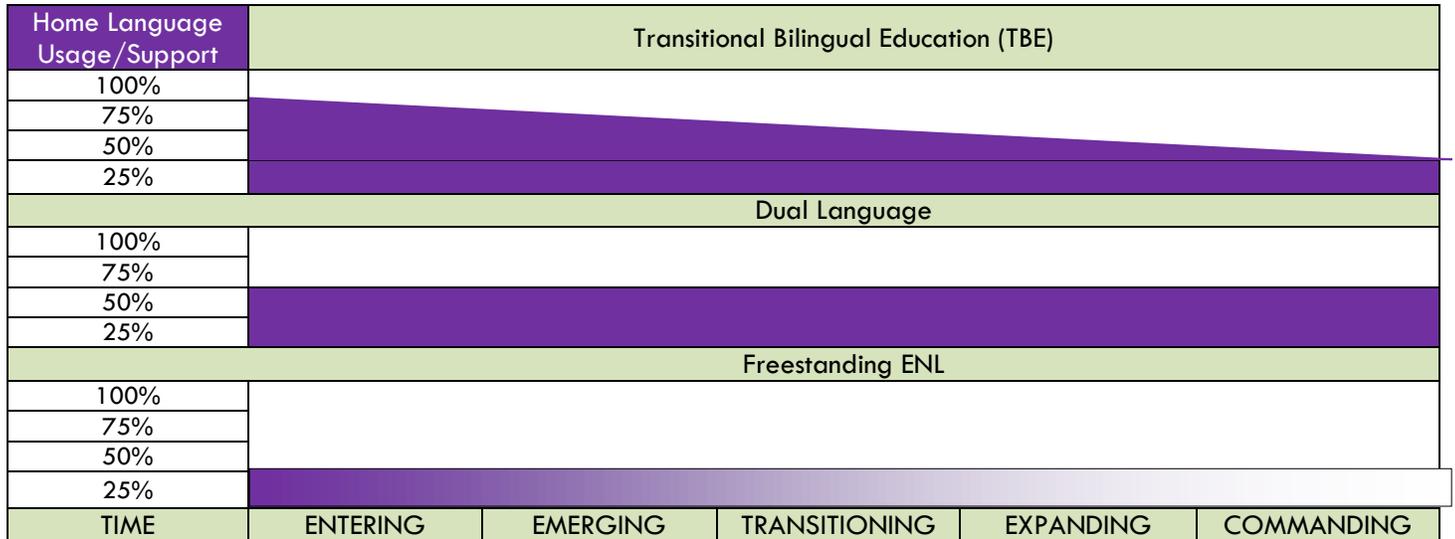


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ENL teacher works closely in conjunction with all content area teachers to ensure that the curriculum map is followed and ensuring that all students meet the Common Core Standards in all subject areas. Instruction is differentiated in the ENL classroom with a focus on vocabulary and concept development which reinforces the work that is being done in the content subject area classroom. Students are regularly administered written and verbal assessments in order to identify appropriate skill levels in all core areas of English language acquisition, including reading, writing, listening and speaking. The ELL students are provided with goals and are actively involved in monitoring and assessing their own progress in the identified areas of need. Each ELL 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. ELL student goals are evaluated and assessed periodically throughout the year. Based on the collected data the Archimedes Academy team has identified the specific areas most in need of improvement to be, the reading and writing skills of ELL students across the content. ENL program employs various modalities of instruction to ensure that the long term ELL students improve linguistic and academic skills. Some of the modalities utilized include the use of differentiated instruction, anchor reading and writing in all subject areas, project based instruction, explicit vocabulary study and writing instruction within and across content areas, literacy and content knowledge development, cooperative and pair share groups and the infusion of technology within the ENL and content area curriculum. In addition to the specific academic strategies in place, we have also greatly increased the social and emotional support for our long term ELL population within the school community. We have aggressively increased communication among parents and teachers across all content areas, including providing main stream teachers with adequate professional development and support to employ key language acquisition techniques for building linguistic and academic success for all ELL's students, across all content areas. The ENL teacher regularly collaborates with all content area teachers discussing the use and helping to implement the use of these strategies within the content area classes and to identify specific areas of need within the content area
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The formal data that is used to assess the ELL students is the NYSESLAT. Additional data is based other formal assessments and include the New York state English Language Test, mathematics and science exams when applicable. The High School formal data includes Regent exams and SAT exams. Grades in all subjects are also part of the growth data for the ELL students. The Scantron Performance test is compared twice annually. Informal data is collected via exams, projects and classwork in the stand alone ENL classroom. Informal data can also be consultations with the ELL student's teachers regarding ELL student growth and outlook. The data is reviewed regularly and discussed with the ELL student; and if needed a parent/guardian meeting is arranged with translation services. If growth is slower than expected a review of teaching methods and materials is undertaken and changes are made. At the beginning of the school all teachers and staff at Archimedes Academy are sent a list of ELL students. This is updated on a regular basis as new ELL students arrive and are discharged. The ENL program is delivered by highlighting the common core curriculum at the ELL student's grade level. The language development is focused on academic language, reading comprehension strategies in the content learning. As will developing academic oral language proficiency and the ability to comprehend classroom instruction. In the current ENL program the highest level of growth is with the general education ELL students who on the average move up a level each year. Growth is slower in the special education ELL students, but the majority of these ELL students show growth.
12. 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 ENL program will have student science teachers who will collaborate with the ENL teacher in designing instruction geared towards ELL students in science. AMNH program allows student teachers to gain experience within a classroom. The teachers in training will become Earth science teachers in high needs DOE schools. These student teachers are flexible and can create lessons based on the ELL student's needs. In the school year 2014-2015 the ELL students were given strong support and individual students or small groups were helped to the pass their upcoming Regents Living Environment, Earth science and the Common Core Algebra exams. Using Title III funding Archimedes Academy has developed 4 after school programs: Regent's Prep, Bilingual ELL support (Spanish), Bilingual mathematics support (Spanish) and a Reading Intervention Program. The Title III Global Regents Prep class was designed to review concepts that were taught in the ELL student's Global Social Studies class. There is an emphasis placed on the writing sections of the Regent exam. The ELL students are taught specific skills in reading the academic text as presented, how to select information within the text to support their conclusions. A further emphasis is placed on their writing mechanics so that their thoughts are clear.

Using the Title III funding a Bilingual program was developed to help the beginning and emerging ELL students. This program is targeted to help the ELL students acquire basic English language skills.

The mathematics program using ENL techniques is designed to support ELL students understanding of grade level mathematics and to clarify a deeper understanding of the math material when it is presented in the general education classroom.

The final program using Title III funding is the Reading Invention program. This program is designed for the struggling readers that have low literacy skills. This program is designed to meet the needs of the special education ELL students and the SIFE ELL students.

The program is grounded in phonemic awareness, decoding, vocabulary acquisition and reading comprehension.

Additionally, all ELL students have access to Archimedes Academy teacher staffed after school program with additional Saturday support in both English Language Arts and mathematics.

SoBro is attached to Archimedes Academy as well, and it runs an after school program.

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

There are no programs for ELLs that will be discontinued.

14. 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 this includes Title I and Title III programs. The Title I program provides more intensive instruction in the core subjects of math and ELA. The Title III programs include a transitional bilingual program, Reading Invention targeted at ELL students, math instruction and Regent Prep. ELL students also have access to SoBro. Most ELL's receive additional academic support including extra support services which have been allocated in the block schedule and provides students a minimum of twice a week support in Math, ELA and all content areas. These classes have been homogenously grouped for all ELL students in each grade level and includes the Academic Support (AS) periods. Additional supplemental programs include at risk services providing one to one support and the added support of our after school and Saturday school programs with a focus on reading comprehension and writing strategies within and across content areas. Most of the long term ELL students do avail themselves to the additional support services currently in place.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

As a school with a technology vision at it's core, all classrooms including the ELL students are given equal access to the use of classroom computers which have been fully equipped with internet access and several reading and writing intervention programs including as well as several other educational programs in the areas of science, history and mathematics. ELL students are encouraged to utilize these programs as part of the core curriculum and to help aid their learning across all content areas. Teachers use a differentiated model of instruction which in the ENL curriculum and core content areas includes the use of powerpoint presentations, interactive smart boards, graphing calculators, and classroom labtops. 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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In the ENL program at Archimedes Academy ELL's are evaluated appropriately in their native language. Upon entry into school, the NYSITELL is 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. If an exam is available in the native language of the ELL student they are allowed to take this exam. 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. There is also bilingual teaching staff and paras available at all times.

17. Explain how the school ensures all required services/resources support and 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 ENL teacher works with the special teacher and the speech therapist to monitor the student 's progress.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

If a student is newly enrolled ELL student, the ENL teacher reach out to the parent and begins a relationship of collaboration. Data from the NYSITELL and NYSESLAT is taken into account 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.

If the ELL student is in need of transitional and emotional support the school counselor provides additional support. If the ELL student has suspected learning disabilities a RTI plan is developed with a team headed by the Special Education Adminster.

The newly enrolled ELL students are encouraged to enroll in the Title I and Title III after school programs.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home 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 ENL model for their children. However, if a parent selects a dual language 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 dual language 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 ENL program. All communication with parents/guardians is offered in both their home language and the English language.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The professional development plan for the ELL teacher at Archimedes Academy is to obtain a TESOL certificate. The ELL teacher attends weekly PD at the school and this PD includes literacy development.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
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. The ENL teacher with the assistance of the Special Education administrator develop and present professional development sessions that are held twice a year. The professional development includes ELL students' rights including accommodations, strategies that can further the ELL student's growth within the general classroom, differentiated lesson planning that includes the ELL student. To further support the teachers at Archimedes Academy the ENL teacher familiarizes them with the services and training within the DOE, that can help the teachers in their content area develop specific strategies. The training also includes information about the Language and Translation services that are available. With this additional training the entire staff becomes capable at implementing effective ELL strategies in their classrooms across all of the content areas.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ENL teacher attends weekly Professional Development Meetings with the Archimedes Academy staff at these meetings ELL student data is shared. Based on the data strategies are developed by the team these interventions will be put into place so that the ELL students will be prepared academically to transition to higher grades. The guidance counselor supports individual ELL students, and helps the school as a whole by the educating staff on age appropriate development and education.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.
At Archimedes Academy the ENL teacher develops professional development for all teaching staff and school administrators. Because a minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ENL teacher with the assistance of the Special Education administrator develop and present professional development sessions that are held twice a year. The professional development includes ELL students' rights including accommodations, strategies that can further the ELL student's growth within the general classroom, differentiated lesson planning that includes the ELL student. The training also includes strategies to help the ELL student improve language acquisition. To further support the teachers at Archimedes Academy the ENL teacher familiarizes them with the services and training within the DOE, that can help the teachers in their content area develop specific strategies. The training also includes information about the Language and Translation services that are available.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Archimedes Academy highly values parent and community involvement, and takes active steps to ensure that both are a part of the school's culture. 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. 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. Parents also collaborate with the ESL teacher in ensuring progress for their children. Parents are given regular updates on their children's progress and annual meeting will be held to develop strategies and interventions to help the ELL student. The Language and Translation Unit will be available as needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The ESL teacher maintains duplicate records of all individual meetings. One set of records is maintained with the ESL teacher, the second set is maintained in the ELL student's file. All records are translated in the parent's preferred language either by school staff or the Language and Translation Unit of DOE.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL Parents are encouraged to attend school performances and academic presentations such as science fairs, talent shows as well as sporting events and picnics. Communication of these

events will occur through: A monthly calendar and reminders sent home with the ELL students. All ELL parents are encouraged to support their students by letting them attend after school tutoring

learning and enrichment opportunities. Parents are encouraged through the PTA to come to school and become involved in community activities. ELL Parents receive reminders and updated information through the use of school messenger in their home language translated in the parent's preferred language either by school staff or the Language and Translation Unit of DOE.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Archimedes Academy is partnered with SoBro. All ELL students have access to SoBro programs.
5. How do you evaluate the needs of the parents?

All parents are addressed in their home language in both oral and written communication. Parents are encouraged to come to Archimedes Academy for all its various activities. ELL parents are informed of ELL students progress on a regular basis and if needed parent-teacher meetings are called to discuss the ELL student. This is supported by the parent coordinator who work with principals, the school leadership team, parents association and school staff to engage parents in the school community. All communication is translated in the parent's preferred language via school staff or the Language and Translation Unit of DOE.

6. How do your parental involvement activities address the needs of the parents?
ELL parents are encouraged to invest in their children education by becoming familiar with the United States education system. The activities at Archimedes Academy are designed to make ELL parents feel part of the community. This is supported by the school staff and the parent coordinator. All parental activities are accompanied by translation services.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **08x367** School Name: **Archimedes Academy**
Superintendent: **Jose Ruiz**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

As new ELL students enter Archimedes Academy parents go through a Home Language Identification Survey (HLIS). The new student is given a NYSITELL to determine the students' proficiency level; this will determine if they need services and if so, at what level. Archimedes Academy then reports this information about their ELL students into the 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.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

In the school year of 2015-2016 according to the parents surveys and the ATS reports the majority of the parents preferred language is Spanish at 74.07% the second most popular language is French at 14.81%. The French speaking parents have come from various African countries and speak Fulani, Bambara and Wolof. The third language that the ELL students use in Archimedes Academy is Bengali at 7.41%. Finally there is Arabic which 3.70% of the ELL students.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Archimedes Academy has regular and constant communication with the parents or guardians of its students. Communication that is routinely translated includes the school's Mission and Vision, and enrollment information, and the rules and regulations of the school. The school calendar is handed out to students in translated editions and includes; parent-teacher conferences, athletic programs, special programs like The Fashion and Talent Show and upcoming New York state or Regents exams tests dates. Parents are also informed about after-school programs which are both Title I and Title III supported. Translation services are also available for individual ELL students for parent teacher meetings and school memo is also translated in the parent preferred language through the Language and Translation Unit.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Archimedes Academy has parent-teacher conference for its middle school and high school twice a year in the fall and in the spring. Communication also includes progress report with the teacher's phone calls. Formal meetings can also occur for Archimedes Academy's special education students during their IEP meetings. Informal interaction can include phone calls from teachers and school staff such as the guidance counselor, parent coordinator, social worker, and attendance teacher. In addition, Archimedes Academy has a weekly school period set aside for the purpose of parent-teacher engagement.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 a 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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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 Counselor. 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 communication is needed.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Archimedes Academy teaching staff regularly utilizes professional development in order to enhance their common core teaching skills. Professional development occurs weekly. The ESL teacher will develop a professional training that will familiarize the staff with the educational resources available to the ELL students and DOE staff including the Translation and Interpretation services. With this additional training the entire staff will become capable of implementing effective ELL strategies in their classrooms across all of the content areas.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Archimedes Academy is committed to providing for the needs of our ELL student population. Archimedes Academy collects data through the Home Language Identification Survey and reports this data to ATS and BESIS. This data on home language and parental language preference is reported to ATS and BESIS. All school correspondence is written in the parent's/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 following are given to the ELL

parents/guardian in their preferred language Parents Bill of Rights and a Parents' Guide to Language Access.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent/guardian communication is a priority at Archimedes Academy. Because we value parental opinion each year the parent survey is distributed. It is given to the students in their living groups and the living group teacher is responsible for its return. Translation copies are given as needed. The data obtained from the survey is used to develop a better school. The needs that are expressed by parents can be turned into professional development or addressed by other means such after school for students or a more interactive web page and so forth.