



**EAGLE ACADEMY FOR YOUNG MEN III  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL:29Q327**

**ADDRESS: 132-55 RIGEDALE STREET QUEENS NY 11413**

**TELEPHONE: 718-723-4703**

**FAX: 718-723-4709**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 327      **SCHOOL NAME:** Eagle Academy for Young Men III

**SCHOOL ADDRESS:** 132-55 Ridgedale street

**SCHOOL TELEPHONE:** 718-723-4703      **FAX:** 718-723-4709

**SCHOOL CONTACT PERSON:** Kenyatte Reid      **EMAIL ADDRESS:** Kreid3@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**\*SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Linda Hearn

**PRINCIPAL:** Kenyatte Reid

**\*UFT CHAPTER LEADER:** Jasmine Kwateng

**\*PARENTS' ASSOCIATION PRESIDENT:** Terrence Knox

**\*STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**\*ONCE THE ELECTIONS HAVE BEEN COMPLETED, ENTER THE NAMES IN THE SPACES PROVIDED.**

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 29      **CHILDREN FIRST NETWORK (CFN):** 110

**NETWORK LEADER:** Dr. Charlene Smith

**SUPERINTENDENT:** Mr. Lennon Murray

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: Once the SLT has been formed, enter the names and positions in the spaces provided. If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Kenyatte Reid	*Principal or Designee	
Jasmine Kwateng	*UFT Chapter Chairperson or Designee	
Terrence Knox	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Janice Sherwood	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Linda Hearn	Member/C.I.T. Teacher	
Tracy Campbell	Member/Parent	
Junior Lewis	Member/Parent	
Kathy Gayle	Member/Parent	
Keisha Burrell	Member/Parent Alternate	

(Add rows, as needed, to ensure all SLT members are listed.)

**\* Core (mandatory) SLT members.**

### **SECTION III: SCHOOL PROFILE**

#### **Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, New School Proposal, etc.).

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What makes Eagle Academy unique is our approach to students' academic and social development as young men growing up in urban settings. We will create a school environment that provides Eagle Scholars with structured learning experiences that are designed to meet their needs as adolescents and prepare them to attend and graduate from a four year university of their choice.

Our Scholars will complete a challenging curriculum and are required to work hard, but they are not expected to do it alone. From the moment they enter Eagle Academy Scholars' will be provided with advisors, supportive mentors, and a devoted faculty, committed to providing a strong support system for all our young men. As middle school students, Eagle Scholars will discover the importance of critical thinking, in-depth questioning skills, and the benefits of voluntarily seeking guidance in order to achieve success. Our Scholars will learn college level academic skills through structured classes in which Eagle Scholars learn better note-taking skills and improved study techniques in order to become prepared for the academic challenges they will encounter in high school and college. With support from dedicated parents and teachers, we will instill in our Eagle Scholars the effectiveness of strong work habits that they will continue to develop throughout their upper school experience at Eagle Academy. We firmly believe that the more you apply yourself, the more you will accomplish and thus the combination of high parental involvement, structured classroom experiences, strategic after school programming and an informed academic support team are the keys to our Eagle Scholars success.

The Eagle Academy III will not be just a school. We will be an academic institution that is committed to developing meaningful, productive relationships with our Eagle parents for the growth and education of all our students. Our Eagle Parent Academy will be designed to accommodate the needs of our Eagle families by scheduling all parent meetings and services on Saturday mornings. The mission of Eagle Academy is to educate young men by inspiring in each student, parent and community an enthusiasm for learning and the self confidence needed for intellectual, physical and moral development. The close partnership of student, teacher, and parent will encourage each Eagle Scholar to take pride in his own education and to make responsible decisions for his future.

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York City Department of Education accountability and assessment resources, i.e., ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. Feel free to use any additional measures used by your school to determine the effectiveness of educational programs). It may also be useful to review your school's use of resources: New school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What are the most significant aids or barriers to the school's continuous improvement?

**NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their needs assessment once additional student data becomes available.**

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After reviewing data of our incoming students from 2010 state exam scores we observed the following trends:

ELA

59% of the 6<sup>th</sup> grade students are reading below grade level (12% far below)  
Reading comprehension is a major area of concern specifically reading for critical analysis, information and understanding.

Math

46% of the 6<sup>th</sup> grade students are performing below grade level (8% far below)  
According to the item analysis the major areas of concern are measurement, statistics, and algebra. We have also identified a major weakness in number sense which transfer to the other curriculum strands

Fewer than 18% of our sixth graders demonstrated a years growth on either of the 2010 state examinations, therefore carrying a lack of academic confidence.

In October 2010 all students took the following baseline reading assessments, Wide Range Achievement Test III (W.R.A.T.), the Botel word opposites vocabulary test, and the Informal Reading Inventory. The assessments revealed that 37% of our sixth grade students were reading 2 or more years below grade level.

Using these sources of data we identified Reading comprehension as our number one priority, specifically reading for information and understanding.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their goals once additional student data becomes available.**

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### **School Wide Goals:**

#### Improve Academic performance

- Double the 15% of the students that demonstrated a years growth on the 2010 NYS ELA exam to 30% showing a year's growth in 2011.
- Reduce the number of students performing far below grade level in Reading and Math by 10%.

#### Improve Teacher Pedagogy

- 75% of teachers will use the workshop model almost every day.
- 30% of the teachers will differentiate at least twice a week.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year.

**NOTE:** You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

**Subject/Area (where relevant):** Math and ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>▪ Double the 15% of the students that demonstrated a years growth on the 2010 NYS ELA exam to 30% showing a year’s growth in 2011.</li> <li>▪ Reduce the number of students performing far below grade level in Reading and Math by 10%.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• 66% of the 6<sup>th</sup> grade students will attend small group reading intervention classes 2/3 times a week.</li> <li>• All students will attend homogenously grouped scholarship classes twice a week.</li> <li>• Students failing core subject such as ELA and Math class will attend mandatory tutoring classes afterschool twice a week teaching fundamental reading, writing and math skills.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Full time Reading specialist</li> <li>• NYSTAL Textbook funding to purchase skills intervention materials in Reading and Math.</li> <li>• ELA and Social Studies teacher will instruct the bi-weekly scholarship classes.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Acuity exam twice a year</li> <li>• Skills intervention (Reading and Math) bi monthly assessments.</li> <li>• Midyear W.R.A.T. exam</li> <li>• Mid and End term department assessments</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year.

**NOTE:** You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

**Subject/Area (where relevant):** Teacher Pedagogy

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>75 % of teachers will use the workshop model almost every day. 30% of teachers will differentiate at least twice a week.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Professional Development session twice a month.</li> <li>• Work with mentor teacher twice a week planning, inter visitations, and modeling lessons</li> <li>• Establish monthly Pedagogical goals with Administration</li> <li>• Video Lesson review to self assess and document growth</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Mentor Teacher Network support specialist CIT Teacher New school OTPS, 4 smart boards and 15 Mac's Video and still cameras</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monthly video review Weekly debrief with mentor teacher Class observations Student performance on standardized exams</p>

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

*Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4.. Appendix 8 will not be required for this year.)*

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT (NOT APPLICABLE TO NEW SCHOOLS)**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE) – NOT APPLICABLE TO NEW SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	49	38	15	16				
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• <b>ELA scholarship class twice a week for all students in homogenous small groups during the school day.</b></li> <li>• <b>Students performing below grade level receive homogenous small group instruction 3 times a week with a reading specialist during the school day.</b></li> <li>• <b>Students failing ELA and/ or Social studies receive small group instruction twice a week for an hour during the extended day program.</b></li> <li>• <b>Students far below standard in Reading receive small group instruction with a reading specialist on Saturdays for an hour and a half.</b></li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• <b>Math scholarship class twice a week for all students in homogenous small groups during the school day.</b></li> <li>• <b>Students failing Math and/ or Science receive small group instruction twice a week for an hour during the extended day program.</b></li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• <b>Students failing Math and/ or Science receive small group instruction twice a week for an hour during the extended day program.</b></li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• <b>Students failing ELA and/ or Social studies receive small group instruction twice a week for an hour during the extended day program.</b></li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	
<b>At-risk Services Provided by the School Psychologist:</b>	

<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 6                      Number of Students to be Served:    0    LEP 0    Non-LEP

Number of Teachers 0                      Other Staff (Specify) none

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

**Currently none of our students require ELL or LEP services**

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

**None**

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**Section III. Title III Budget**

School: Eagle Acedemy III BEDS Code: 29Q327

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	0	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
<b>Purchased services</b> - High quality staff and curriculum development contracts.	0	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	0	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
<b>Educational Software (Object Code 199)</b>	0)	(Example: 2 Rosetta Stone language development software packages for after-school program)
<b>Travel</b>	0	

<b>Other</b>	0	
<b>TOTAL</b>	0	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

According to the home language listed in the ATS and Aris systems 98% of our families identified English as their language spoken at home, therefore our schools written and oral translation needs are minimal at this time.

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

According to the home language listed in the ATS and Aris systems 98% of our families identified English as their language spoken at home, therefore our schools written and oral translation needs are minimal at this time. This was shared with our school community when we launched our school web site and demonstrated the translation function.

#### **Part B: Strategies and Activities**

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

We utilize a web based service to translate written information.

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

We use a person on staff Grace Hsu that speaks Mandarin.

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

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$ 43,665		
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 437		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 2184	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 4367	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_ 100% \_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS – NOT APPLICABLE TO NEW SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### **Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – Must be completed by all new schools

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and  

We surveyed Parents to identify the best meeting time and day. As per the survey results we conduct all Parent meetings Saturday mornings during our Saturday Program.
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

**NOT APPLICABLE**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**NOT APPLICABLE**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We currently have none.

2. Please describe the services you are planning to provide to the STH population.

Any student in temporary housing would receive at risk counseling services as needed. In addition, students in temporary housing would receive financial assistance for school uniforms, academic supplies, and class trips.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

We currently have none

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

# Attach New School Proposal

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	EAGLE ACADEMY FOR YOUNG MEN III						
<b>District:</b>	29	<b>DBN:</b>	29Q32	<b>School</b>		342900011327	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9		Ungrade
	2		6	v	10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K			0				
Kindergarten			0				
Grade 1			0	<b>Student Stability - % of Enrollment:</b>			
Grade 2			0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3			0				
Grade 4			0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5			0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 6			86				60.0
Grade 7			0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8			0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 9			0				
Grade 10			0	<b>Recent Immigrants - Total Number:</b>			
Grade 11			0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 12			0				
Ungraded			0	<b>Special Education</b>			
Total			86	<i>(As of October 31)</i>	2007-	2008-	2009-
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes			0	Principal Suspensions			
# in Collaborative Team Teaching (CTT)			6	Superintendent Suspensions			
Number all others			10	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants			
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants			
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes			TBD	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang.			TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only			TBD				
# ELLs with IEPs			TBD	Number of Teachers			
				Number of Administrators and Other Professionals			
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
2007-	2008-	2009-		2007-	2008-	2009-	
				% fully licensed & permanently assigned to this			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11				
American Indian or Alaska Native			0.0	% core classes taught by "highly qualified" teachers			
Black or African American			94.2				
Hispanic or Latino			3.5				
Asian or Native Hawaiian/Other Pacific			2.3				
White			0.0				
<b>Male</b>			100.0				
<b>Female</b>			0.0				

**2009-10 TITLE I STATUS**

	Title I						
v	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010- v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						

**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In			Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific								
White								
Multiracial								
Students with Disabilities								
Limited English Proficient								
Economically Disadvantaged								
<b>Student groups</b>								

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>				<b>Overall Evaluation:</b>			
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
v = Made AYP				U = Underdeveloped			
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **Title I Parent Involvement Policy and Parent-School Compact for Eagle Academy of Southeast Queens/ MS 327**

### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore Eagle Academy of Southeast Queens/ MS 327 [*in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS/MS/HS XX'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 Advisory Council, as trained volunteers and welcomed members of our school community. Eagle Academy of Southeast Queens/ MS 327 will support parents and families of Title I students by:

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

Eagle Academy of southeast Queens's /MS 327, Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the, Eagle Academy /MS 327 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, Eagle Academy will: actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills; maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

2 Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- 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 Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- 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.

**Eagle Academy of Southeast Queens/ MS 327 will further encourage school-level parental involvement by:**

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- Supporting or hosting OFEA District Family Day events;
- Establishing a Parent Resource Center or lending library; instructional materials for parents.
- *Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- Utilize the school web site and other the means of internet communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**Section II: School-Parent Compact**

Eagle Academy of Southeast Queens /MS 327[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. Eagle Academy/ MS 327 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**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 State Standards;
- Offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits 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; and
- 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:**

- Establishing and maintaining a school website and internet based grade books for transparent grading and enhanced communication.
- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- Planning activities for parents during the school year (e.g., Open School Week);

**Provide general support to parents by:**

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

**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. I will also:
- 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- Share responsibility for the improved academic achievement of my child;

**Student Responsibilities:**

- Know and understand the Eagle Pledge
- 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; and
- Always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Kenyatte Reid on April 2, 2011.

This Parent Involvement Policy was updated on April 9, 2011.

The final version of this document will be distributed to the school community on April 30, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>1</b>	District <b>29</b>	School Number <b>29Q</b>	School Name <b>Eagle Academy III</b>
Principal <b>Kenyatte Reid</b>		Assistant Principal <b>none</b>	
Coach <b>none</b>		Coach <b>none</b>	
Teacher/Subject Area <b>Jordan Weiselberg/ S.S.</b>		Guidance Counselor	
Teacher/Subject Area <b>Emmanuel Doresca/ Special Ed.</b>		Parent <b>Terrence Knox</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator	
Related Service Provider <b>type here</b>		Other <b>Linda Hearn, IEP Liaison</b>	
Network Leader <b>Dr. Charlene Smith</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>0</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>0</b>	Total Number of ELLs	<b>0</b>	ELLs as Share of Total Student Population (%)	<b>%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

Home language surveys are distributed to all parents/guardians as soon as they are enrolled at 29Q327. New students and parents admitted to NYC public school for the first time are given an interview by the ESL Coordinator/Teacher along with their parents.

If the student is eligible, he/she must then be Lab-R tested within ten school days (10) by a licensed ESL teacher. Parents are informed of the student's eligibility status in their native language. The parents are then invited to attend an orientation session arranged in their home language. At this session, the parents are allowed to choose the desired program for their child/ren such as {Dual Language, Transitional Bilingual, and Freestanding ESL}. Entitlement letters and program selection forms are provided, reviewed, discussed and collected at the orientation session. The ESL teacher sends a letter with follow up information to the parents via students. These important documents are kept in the student's' file. The most popular program choice made by parents for ESL students are Freestanding ESL, as shown in the review of parent survey forms and program selection documents over many years. At 29Q327, the staff is equipped and geared at pushing students to meet academic success.

\*\*We currently have no ELL's in the school. We are a new school and just opened during the 2010 -2011 school year. \*\* A highly qualified and licensed teacher would prepare the students, using a pullout and/or push-in model for academic support. Support ranging from Extended Day Morning, Afterschool and Saturday Programs to reinforce and strengthen students in English Language Arts would be available to the students. Additionally, we would provide a buddy-system by partnering ESL students with a compatible student who is fluent in English Language Arts. This kind of support helps to assist in the smooth transitioning of newly enrolled ELLs.

A licensed ESL teacher provides mandated support services for these students in the following areas:

- Data driven instruction
- Reviewing test scores and students work.
- Writing structured sentences and coherent paragraphs and essays.
- Flexible group instruction in Reading Intervention – three times per week
- Problem solving in Mathematics – flexible grouping
- Extended Day Tutorial Sessions in ELA and Math are provided Twice weekly per content area and during Saturday Academy Support in ELA/Math for three hours

Emphasis would always be on English Language Arts as primary language would be used to teach ESL students. Special programs would be used to improve student's comprehension and vocabulary skills in all content areas using fictional and nonfictional texts, hands on activities in math and science using manipulatives, math games, and lab activities. Students would read historical fiction and nonfiction in the content area of social studies. Students would use role playing, video and computer software to reinforce social studies content. The Wilson Language System would support the development of phonemic awareness, vocabulary development, fluency and comprehension for ELLs. This program uses small group instruction and direct, explicit instruction in the acquisition of skill sets and prepares students to be fluent English Language speakers, and readers. In addition, they can master the NYSESLAT Examination. Administering the NYSESLAT Examination in the Spring Term each year gives us an accurate account of student performance and ability. This is the exam that will test students out of ESL at the proficient advanced level.

The Eagle Academy Programs are inclusive and all students participate in the following Clubs:

- Music: Violin and Drums
- Arts: Graphic Arts and Photography
- Academic: Math Olympics
- Sports: Track, Football, Elite Training in Basketball ( Skill Development) and Martial Arts
- Team Building Skills

The instructional approaches that would be used include student generated discussion, project based learning, differentiated instruction and response to intervention.

\*Our school currently has no SIFE students.\*

The instructional plan for SIFE is one which incorporates at risk counseling services provided by the guidance counselor. By way of directional therapy, students will be able to receive enhancement in academic and focus skills in completing complete assigned tasks. Cooperative play is used as a technique to strengthen social skills as well as self esteem.

At risk services provided by the school psychologist are in place to give academic support, social skills development and one-to-one counseling during the school day. The psychologist collaborates with teachers to provide behavior modification strategies. The social worker provides verbal therapy to help students express their difficulties with academics and behavior problems.

The parents are consulted and advised during the counseling process. Small group academic support is provided in the classroom and during extended day and Saturday Academy.

Newcomer ELLs would be assessed for their prior educational knowledge in math and language acquisition skills. In addition, to mandate ESL sessions, intervention sessions would be provided during extended day and Saturday Academy. These sessions support skills acquisition in ELA and Math. They also prepare students for the test sophistication for the NYSESLAT. Students would also be able to participate in all programs and initiatives in an inclusive and multicultural school environment.

At this time we do not have any ELLs receiving service four to six years or Long Term ELLs. If we had long term ELL's we would provide additional supports for students using small group instruction by teachers during school for academic intervention by the IEP Liaison Teacher. This support would be provided according to the needs of students based on NYSESLAT test scores and DY0 Interim Assessments in the content areas of ELA and Math. The ESL and content area teachers would collaborate to provide strategies in reading comprehension, listening, speaking and writing skills in order to prepare students to pass all high stakes exams and improve their achievement levels in all content area classes.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	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		Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	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																
Spanish																			0	0
Chinese																			0	0
Russian																			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																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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



#### PasteProgramming and Scheduling Information

School staff work together to support mandated ELLs through ongoing communication and parent notification (meetings, conferences and telephone calls). There are multilingual staff members on hand to provide translations if needed in Haitian Creole and Spanish. We share the building with IS 59 and would utilize their staff as well to support the parents. The translation unit of the department of education would be utilized if necessary for any additional languages communication needs.

ELLs identified as having special needs would be supported in their mandated setting as well as with additional support by highly qualified teachers. The IEP Liaison would identify students with IEPs in need of mandated ESL support and confer with parents regarding student support and collaboration with teachers.

Native Language support would be delivered in the Freestanding ESL Model through the use of dictionaries, glossaries, books and early reading literacy books. Beginning level students would be able to seek help from other students speaking their native language. Teachers and members of the school community would be encouraged to communicate in both English and their native language if they interact with any English Language Learners.

Students and teachers would help support the bridging of native vocabulary to English, especially with cognates. Parents are to be communicated within their native language by request if stated on the home language survey. Students would be encouraged to also use their native language at home as well as English as indicated by research.

Required ESL support services and resources correspond to ELL's ages and grade levels. Classroom materials and instructional support are age, grade and level specific based on student performance ability within the mandated services.

### C. Schools with Dual Language Programs

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

There is no Dual Language Program at 29Q327.

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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

#### Professional Development and Support for School Staff

Throughout the year, professional development opportunities are provided for all teaching staff members. It is available in the school community and by the New York City Department of Education. Ongoing professional development has been focused on the analysis of data, differentiated instruction, and data driven instruction for the entire school community to support the needs of diverse learners and improve academic outcomes. Many professional development opportunities were available through QTEL, Bklyn/Queens BETAC and Bronx BETAC.

CFN # 110- Network Professional Development has been provided in the following areas:

- Academic Rigor and Essential – Staff Development for Educators (SDE)

- Response To Intervention – Staff Development for Educators (SDE)
- Achieve 3000 – Company Professional Staff Developers
- Wilson Language System – Central DOE Wilson Trainers
- PBIS ( Positive Behavior Intervention System) – Coordinator of Early Intervening Services, Dionne Nerdderman
- ARIS – Learning Communities and Inquiry Team Support (Data Specialists – Network) – NYC DOE Staff Developers
- ELL Compliance (Network) – Martha Frans, ELL CPS

Professional Development and support for school staff as per Jose P to be provided by English Language Learners/Compliance Specialist. A variety of professional development opportunities are offered to support teachers in learning how to distinguish, identify and support instruction

## E. Parental Involvement

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

### Parent Involvement

Parents are included in all school level activities and the school community is highly inclusive. The Parent Coordinator and the ELL Coordinator would work closely together to make sure that additional outreach is provided in the parent's native language (documents) and interpreters are available as needed. The activities and workshop would be provided based on parent surveys and data review. Parent involvement in the school is arranged with a school parent coordinator for events such as parent conferences and social gatherings. Guidance counselors and teachers are also frequently in touch with parents regarding academic involvement, student achievement, student attendance, and upcoming examinations. Concerning ELL students in particular, the ESL teacher at the school would contact parents by phone and encourage parents to keep abreast of current events. Communication lines would be open with all parents to support the research based theory of home and school partnerships.

Parental contact involves updates on student concerns as well as acknowledgement of student progress. Parental concerns such as requests for additional support play a huge role in decision making and communication in their native language which would be supported by staff members and/or volunteers. Letters are translated concerning parent events and student information. The primary languages that communications are circulated in at this school include, Spanish and French.

The school would take measures to ensure that ELL parents are aware of upcoming events that are offered by the DOE, as for example, with community meetings offered from the DOE's Office of English Language Learners. Information that is gathered is printed out in different languages as well in English, and as per the primary languages parents and students communicate with at this school. Also, parents would be encouraged to keep track of their students and their progress with technology as per ARIS.

Direct communication through ESL Coordinator, Parent Coordinator and Guidance Counselor outreach would help evaluate the needs of parents. A needs assessment survey would be developed in order to support parents with information. Parental involvement activities would address a variety of themes and subjects. Some of these themes would include discussing what is involved for students' academic advancement as per targeted information on attendance or state examinations, particularly with ELL populations. On a family level, parental involvement activities such as award assemblies, honoring students and their families and welcoming them as part of the school community would build trust and collaboration.

Success of the ELL Program would be evaluated by multiple variables. Testing and assessment of data plays an important role in monitoring student progress. Student work, teacher observation and annual yearly progress would be monitored in order to access student improvement. Instructional outcomes would be reviewed and discussed with classroom teachers, students and parents in order to continually provide strategies to increase academic success.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

**Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		