



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** EAGLE ACADEMY FOR YOUNG MEN AT OCEAN HILL

DBN: 23K644

PRINCIPAL: RASHAD MEADE      EMAIL: RMEADE3@SCHOOLS.NYC.GOV

SUPERINTENDENT: AINSLIE CUMBERBATCH

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Rashad Meade	*Principal or Designee	
Arun Antonyraj	*UFT Chapter Leader or Designee	
Mayra Aponte	*PA/PTA President or Designated Co-President	
Wallace Niles	DC 37 Representative, if applicable	
Brandon Grant Victor Goddette	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Marcus Holman	Member/	
Tonobia Goodman	Member/	
Charlene Mitchell	Member/	
Michael Skrilow	Member/	
	Member/	
	Member/	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

Scholars ELA performance will increase by 8% (24% to 32%) on the NYS English Exam in April.

### **Comprehensive needs assessment**

The percent of scholars who are performing on or above grade level is only 50% in Math, and only 24% in ELA. These numbers must be improved. Upon examining our practice, we realized that the daily work our scholars were being given was not nearly as rigorous across the school as necessary to prepare our young men for the quality and quantity of work they will have to do in college. We also realized, utilizing part of the Danielson framework, that our educators would require professional development in order to adjust their practice and ensure scholars are exposed to more rigorous work.

### **Instructional strategies/activities**

To meet these needs, we have put several measures in place. First, we have added teacher-developed performance-based assessments to each unit of study in each subject. At the beginning of the school year, educators engaged in a workshop about creating and scoring performance-tasks. These more real-world, writing-intensive assessments are aligned to the Common Core State Standards to ensure a focus on college-readiness standards. Teachers meet in content teams monthly and follow a protocol to review and critique each other's performance tasks. We then have a second protocol to look at the actual student work once it's complete, so that educators can provide assistance to each other in analyzing the student data and determining next teaching steps. Another measure we are taking is to make educators' use of informal assessment & feedback more robust. The ELA department in particular has engaged in breaking down the standards to determine the specific types of analysis or thinking scholars need to demonstrate in order to "master" that standard. This list is then turned into "criteria for mastery" that educators use when writing lessons, assessments, and when giving feedback on daily classwork. Educators are expected to provide scholars with regular feedback on performance, and to use knowledge gleaned from feedback in future planning.

### **Strategies to increase parental involvement**

Use of Datacation to instantaneously share grades with parents.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- When hiring, seek out educators who have an intimate knowledge of the Common Core State Standards.
- Encourage already strong teachers to pursue summer or afterschool programs to learn more about performance tasks and rubrics.

**Service and program coordination**

Our tutoring services are taught by daytime educators and thus are a continuation of the work done during the school day.

**Budget and resources alignment**

- Professional development will be paid for with Fair Student Funding.
- New resources that are aligned with our increased rigor will be paid for with Title 1 funds.

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

Eagle Scholars will make at least 1.25 years of reading growth by June 2012 based on the Fountas & Pinnell tracking system. Reading growth at this rate during our lower school (grades 6, 7, and 8) will ensure at least 75% of the current class of eagle scholars will be on level by grade 9.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Instructional strategies/activities**

- a. DYO (Design Your Own) Assessments in Math and ELA: As a school we have opted out of the DOE administered periodic assessments. Instead, we have partnered the New Leaders for New Schools DYO program. Eagle Educators have created assessments that are more reflective of unique curriculums in Math and Humanities. Specially designed spreadsheets have also been created to synthesize results in such a way that Educators are able to use information to immediately impact Scholar learning. Through PD sessions during the beginning months of school Eagle Educators learn how to effectively interpret the data and utilize the results to inform instructional practices. The data from these assessments impact Scholar programming during the extended day segment of the school day. The data is also used to assign individual Scholars for targeted instructional periods with our full time reading specialist. The most current data is also shared with Eagle Parents during our monthly parent meetings, which take place on Saturdays.
- b. Running Record Assessments: Using the Fountas and Pinnell leveling system, Eagle Educators track the growth of Scholars over a period of 5 scheduled running records. Running record data is used to assess the impact of Eagle programming in raising reading levels for our young men school wide. The average incoming reading level of Eagle Scholars according to Fountas and Pinnelle was level M (3<sup>rd</sup> grade). The growth-based goal of at 1.25 years of reading growth has benefited all Eagle Scholars. The data from these running records has also caused a number of programmatic shifts that have been used to keep the growth rate of 1.25 years on target. Though, all Eagle Scholars are leveled with their growth individually documented. Scholars are made aware of their reading levels and their individual growth. Scholars set short-term goals to reach their individual long-term goals with educators via a reading action plan. Eagle scholars are also assigned independent reading books based on their Fountas and Pinnell levels.
- c. Our extended day programming has been strategically designed to provide scholars with the opportunities to develop skills that have historically not been provided for urban male youths. During the 2010-2011 school year, there has been need, during our extended day programming, there has been a number of small group differentiated instruction opportunities for scholars to receive academic interventions in reading. Educators have aided in development Extended Day, from 4-5, is comprised of activities that are designed to motivate as well as push accelerated learners and provide added support for our

**Strategies to increase parental involvement**

- 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;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Scheduling and Common Planning Opportunities At Eagle Ocean Hill, we believe teacher quality is at the heart of student achievement. As such we designed a schedule that meets the individual needs of both students and teachers in multiple ways. First, all content area courses take place before lunch and thus educators have the ability to work collaboratively to design lessons, discuss scholar performance, and share best practices and assessments. Furthermore, due to the unique scheduling, department common planning time and grade team meetings have been put in place to ensure student progress and assessments are being collected and analyzed by the team. This is especially important for ELA educators, as they are primarily responsible for introducing and aiding the scholars in becoming proficient in reading skills. As such ELA educators utilize this time to work collaboratively in order to desegregate data gathered from assessments. Such information allows educators to further understand what students have learned and what skills they still need to master. Moreover this time has been spent recommending different strategies that may aid in scholars reading development. Tips on fluency, comprehension, proper speed for read-alouds, even how to help scholars chose an independent book are discussed.
- Lesson Study: This practice is the linchpin of our teaming processes to support academic excellence. Lesson study was developed in Japan, and is a professional development program that centers on collaborative study of live classroom lessons. ELA educators work together to develop rich lessons. The goal is to discover and discuss best teaching practices that may aid in the scholars achieving a reading growth of 1.25 years. With the understanding that demanding schedules will make it difficult for ELA educators to constantly be in each others rooms, the use of vide cameras has been implemented. As such, ELA educators have the ability to watch the lesson at their leisure as well as pause and rewind as different strategies are discovered. In addition to directly impacting student learning, this practice gives teachers an opportunity to engage in reflective practice, while building teacher professionalism.

**Service and program coordination**

- Utilize the services of Datacation, a program that automatically informs parents of a child's attendance, behavior as reported by the teacher, their accomplishments and test scores. This program will enable Eagle Ocean Hill to maintain transparency and communication with parents regarding their child's progress. By using this server, it is our objective to have each young man be aware of his own progress and be mindful of the steps needed to remain Excellent. Educators and parents can provide support to help students meet the academic and life challenges, as well as inspire them to continue to improve and strive for their reading goal of 1.25 years in one year.
- Many scholars from Eagle Ocean Hill live in temporary housing and as such several enter school with resounding issues that impedes their studies and reading growth. As such a social worker has been hired in order to provide counseling for certain scholars. During such sessions scholars may discuss their big goal and how to obtain it.

### **Budget and resources alignment**

In order to help our Eagle scholars reach the goal of 1.25 years of reading growth in one year, certain expenditures were necessary

- The first and major expenditure to help ensure scholars reading growth is the hiring of two ELA educators. By hiring two ELA educators class size can be reduced which makes it easier for educators to help track scholars reading level and support them better by getting to know and understand their interest and thus recommend independent novels which will help scholars practice their reading skills.
- An additional personal who is essential to the growth of the scholars reading skills is the reading specialist. This specialist aids scholars by pushing in and pulling students out of classes. During pull outs, the specialists reads class novels with students while helping them sound out words and learn phonetic skills by utilizing an abridged version of the Wilson program.
- All data gathered from classroom assessments and running records have aided in determining whether scholars need to remediation or acceleration. This information has helped shape our extended day. Scholars who need critical help are placed with ELA educators and the reading specialist in order to help the scholar achieve the big goal of a 1.25 year reading growth.
- Of course a large undertaking such as this requires Eagle Ocean Hill to purchase large amounts of books to ensure that our scholars have both class sets as well as independent reading books. Different genres of independent reading books will be released to the scholars each quarter ensuring variety. Nevertheless that means different varieties of books must be purchased.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

Fully implement the Datacation online grading system that allows Scholars, Parents, and Educators to access daily academic and behavioral data for all Eagle scholars by April of 2012.

#### **Comprehensive needs assessment**

The most recent Survey data indicates a need to increase the level of communication in regards to scholars' academic performance. Parents have indicated that the monthly progress reports are not enough, and that real time HW, CW, and exam data must be readily assessable.

#### **Instructional strategies/activities**

- Eagle Educators will engage in 2 training sessions prior to the launch of the full program. This will provide educators with ability to navigate the program, and maximize the full potential of the program.
- Scholars will be required to log in and register on the Datacation website. This will take place during school hours to provide scholars with limited Internet access the ability to register without complications.

#### **Strategies to increase parental involvement**

- On site registration will take place for parents during our monthly meetings. During this time parents will also be trained on how to use the system most effectively.
- All progress reports going forward will utilize the Datacation system. Parents without Internet access will be provided with access to computers in our designated parent room.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Formalizing the lines of communication between school and home will allow our educators the ability to be more transparent in regards to scholar progress. This will increase overall scholar performance and instructional effectiveness. At Eagle our most powerful tool for recruiting new educators can be found in our current teachers. Increased educator performance and satisfaction will lead to the both recruiting and retaining highly qualified staff.

#### **Service and program coordination**

- With support from local CBO's we will increase attendance at parent meetings. Increased attendance will ensure that all parents have proper access to the online grading system.

#### **Budget and resources alignment**

- Per-session will be provided to educators that will assist in the training of parents during Saturday sessions
- The NYSTL software line will also be used to purchase the Datacation service.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># Of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	105	105	105	105	23	31	23	2
<b>7</b>	68	68	68	68	12	11	12	4
<b>8</b>	80	80	80	80	19	1	19	5
<b>9</b>	83	83	83	83	23	18	23	1
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Through small group instruction with either their individual educator or the reading specialist scholars will receive individual or small group instruction during the Extended Day program. Scholars that are identified to be “critical” will receive additional instructional periods. The primary instructional tools used during this block will be Wilson and Read 180.
<b>Mathematics</b>	Through small group instruction and with the assistance of the Eagle Jr. Educators scholars in need of additional math help will be served during the 2 <sup>nd</sup> and 3 <sup>rd</sup> extended day block (2pm – 5pm, M-TR). Data from daily and periodic assessments will be used inform instruction and allocation of Educator resources during the extended day block. The schedule will be rotated, with scholars scheduled based on academic need. Exposure to accelerated materials will also take place for scholars that require exposure to more rigorous content.
<b>Science</b>	Through small group instruction and with the assistance of the Eagle Jr. Educators scholars in need of additional science help will be served during the 2 <sup>nd</sup> and 3 <sup>rd</sup> extended day block (2pm – 5pm, M-TR). Data from daily and periodic assessments will be used inform instruction and allocation of Educator resources during the extended day block. The schedule will be rotated, with scholars scheduled based on academic need. Exposure to accelerated materials will also take place for scholars that require exposure to more rigorous content.
<b>Social Studies</b>	Through small group instruction and with the assistance of the Eagle Jr. Educators scholars in need of additional science help will be served during the 2 <sup>nd</sup> and 3 <sup>rd</sup> extended day block (2pm – 5pm, M-TR). Data from daily and periodic assessments will be used inform instruction and allocation of Educator resources during the extended day block. The schedule will be rotated, with scholars scheduled based on academic need. Exposure to accelerated materials will also take place for scholars that require exposure to more rigorous content.
<b>At-risk Services provided by the Guidance Counselor</b>	Scholars that are in need of both mandated counseling and recommended counseling are serviced during the SOAR period. Servicing scholars during this period results in minimal impact on their instructional time while allowing them to be properly serviced.

<b>At-risk Services provided by the School Psychologist</b>	The school psychologist is part of our School Based Support Team that provides IEP mandated support to our scholars each Friday.
<b>At-risk Services provided by the Social Worker</b>	The school social worker is part of our School Based Support Team that provides IEP support to our scholars our scholars each Friday.
<b>At-risk Health-related Services</b>	The school nurse provides for scholars in need of additional medical related services. There are currently 12 scholars that receive health related services.

## SCHOOL-PARENT COMPACT

**The Eagle Academy for Young Men** will encourage the parents to become active participants in their son's education by providing programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), the Eagle Foundation and community resources. The policy's ultimate goal is to increase parent involvement. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop and build a home-school partnership that will provide parents with the information and training needed to effectively become involve in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement and the development of positive attitudes toward the school.

### REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

**Provisions bolded in this section are required to be in the Title I, Part A school-parent compact.**

#### School Responsibilities:

The Eagle Academy for Young Men will develop a parent's capacity for strong parental involvement by:

Providing a high-quality curriculum and instruction workshops that will support an effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: The Eagle Academy for Young Men will provide a supportive a partnership with the parents, and community to improve scholar academic achievement, through the following activities specifically, by understanding the actions described in this paragraph-

1. i. The states academic content standards
2. ii. The states student academic achievements standards
3. iii. The states and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and show to work with educators:

**b.** The Eagle Academy for Young Men will provide materials and training to help parents work with their children to improve their children's academic achievement, such as Literacy training and using technology, as appropriate, to foster parents involvement by: The Eagle Academy for Young Men will facilitate Literacy and technology training during the school year and technology training workshops during the school year. The Eagle Academy for Young Men will inform parents of the Office of Adult and Continuing Education offers free day, evening and Saturday courses providing academic skills and employment preparation and training.

c. The Eagle Academy for Young Men will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

The Eagle Academy for Young Men will assist the PA, SLT, Title I representatives of all parents within the school, including parents of special education students and English Language Learners, as well as students who are eligible for Title I, gifted and talented services, and magnet programs. The Eagle Academy for Young Men will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The Eagle Academy for Young Men will survey parents to promote the needs of the parents. The Eagle Academy for Young Men invites parents to volunteer with scholar clubs and to participate in the school day in various roles. i.e. parent library, school lobby to great scholars, and chaperones on trips, computer language classes, GED information workshops, adult education information workshops, parent/student/staff book clubs and health workshops.

1. **The Eagle Academy for Young Men hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. The dates for the Eagle Academy for Young Men parent-teacher conference and report cards issued are:**

*November 2, 2011; November 16, 2011; February 29, 2012; March 29, 2012; April 20, 2012; May 9, 2012*

Report Cards are issued on:

*November 2, 2011; November 16, 2011; February 29, 2012; March 29, 2012; April 20, 2012; May 9, 2012*

**The Eagle Academy for Young Men provides parents with frequent reports on their children's progress via:** US Postal Service, student distribution and the Datacation online grading system. Datacation involves and informs parents. All the Eagle Academy for Young Men students and parents receive the Online Student Grade Access Email Request form in December of the school year. Parents are able to check assignments, grades, attendance, behavior, etc. over the Internet. Parents can support the learning process -- encouraging students to complete work, helping struggling students, praising success, etc. Teacher's will update assignments, grades, attendance, behavior, school calendar, tutoring, Regents Prep etc.

**The Eagle Academy for Young Men provides parents reasonable access to staff via:**

Parents are welcomed to use Datacation and Staff and school information to parents. The Principal-Mr. Meade and staff have announced and distributed their emails at all meetings and conferences. The parent coordinator will encourage and promote active involvement by parents in their children's education and make all of the school more welcoming to parents. Office hours for parents and students are announced and distributed. Parents are welcomed.

**The Eagle Academy for Young Men** invites all parents, guardians, and foster parents to visit classrooms and volunteer. A Parent Center, including a parent coordinator, translators, and computers for language support email access and parent library welcomes parents

The Eagle Academy for Young Men provides parents opportunities to volunteer and participate in their child's class and to observe classroom activities. The Eagle Academy for Young Men sc invites all parents, guardians, and foster parents to visit classrooms and volunteer. A Parent Center welcomes parents on the forth floor with elevator access, translators, computers for language support and email access and a parent library.

Parent Responsibilities:

We as parent will support our young scholar's education by:

- Supporting my son's learning by making education a priority in our home by:
  - Making sure my son is on time an prepared everyday for school
  - Monitoring attendance
  - Talking to my son about his activities every day
  - Scheduling daily homework time
  - Providing an environment conducive for study
  - Making sure that homework is completed
  - Monitoring the amount of TV, video game playing, texting
  
- Participating, as appropriate, in decisions relating to my children's education;
- Promoting positive use of my child's extracurricular time;
- Participating in school activities on a regular basis;
  - Attending parent association meeting
  - Volunteer as chaperones for college trips and local event/outings
  - Attending workshop
  - Serving on school committees
  
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Nichelle Manning-Andrews</b>	District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>644</b>
School Name <b>The Eagle Academy for Young Men at Ocean</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Rashad Meade</b>	Assistant Principal
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Kathleen Stone</b>	Guidance Counselor <b>Kenneth Springer</b>
Teacher/Subject Area <b>M. Skrilow/SS</b>	Parent <b>Tonobia Goodman</b>
Teacher/Subject Area <b>K. Jones/ SPED</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>W. Alexander/Sp. Ed/SETSS</b>	Other <b>Fuller/Speech</b>
Network Leader <b>Nichelle Manning-Andrews</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>4</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>336</b>	Total Number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>2.08%</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. 

1. Parents or guardians of these scholars have completed the Home Language Identification Survey (HLIS), and the scholars were found to be eligible for service. Spanish is the language spoken at home. The parents were informed that the school could only provide ESL service. If a parent indicated that he or she wanted TBE or Dual Language Program, he or she will be informed of their rights and the placement office will be contacted. A certified Foreign Language/ESL teacher evaluated scholars and will test ELL's using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. At a Parent/Teacher conference for ELL, these parents were shown the video prepared by the DOE. The Special Education Coordinator also explained the differences among the program choices. The ESL teacher conveyed the same information in Spanish to the parents.
3. The school secretary contacted parents and they were given entitlement letters. These letters were returned to the school secretary.
4. After various programs were explained to parents, they were told that Eagle offered ESL, and they accepted. The Community Coordinator was there to assist with the communication with parents.
5. The Parents Survey and Program Selection forms were reviewed and it was discovered that all parents chose ESL as their program choice.
6. The program model offered at Eagle is aligned with parents' requests.

## 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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)		Special Education	3
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	3

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

	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

**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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	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>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_\_

Asian: \_\_\_\_\_

Hispanic/Latino: \_\_\_\_\_

Native American: \_\_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_\_ Other: \_\_\_\_\_

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	1	1	3				8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

## A. Programming and Scheduling Information

Paste response to questions 1-7 here

- 1.a. Push-in and pull-out
- b. Block – teacher meets with the 3 scholars that are in the same grade
2. The ELA, ESL, speech and special education educators provide these scholars with rigorous instruction.
  - a. ESL teacher pulls out scholars for 2 sessions. The Special Education and ELA educators push-in for 4 sessions. The speech teacher also meets with these scholars.
3. The workshop model is used to provide instruction with differentiated tasks that allow ELLs different entry point into the lesson.
4. They are taught the rudiments of the language, how to speak, listen, write and read in Spanish. Periodic assessments are done by the ELA educator.
- 5a. Total physical response
- 5b. Use of graphic organizers to simplify reading and writing information.
- 5c. Use of visuals and ESL software to enrich instruction.
- 5d. Self assessments in core subjects, Virtual learning in SS, Experimental Learning in Science.
6. Using the workshop model to deliver instruction, the student listens to the language during read aloud activities. She is also provided with informational texts to read, and answer questions that assess their comprehension of the material. The scholars are encouraged to share their findings, short responses and extended responses.
7. The scholars are in ITT or Self-contained programs. Therefore, they are encouraged to listen, speak, read and write English. Graphic organizers and various tasks are given to scholars so that they have various points of entry during a lesson.

### Courses Taught in Languages Other than English ⓘ

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

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

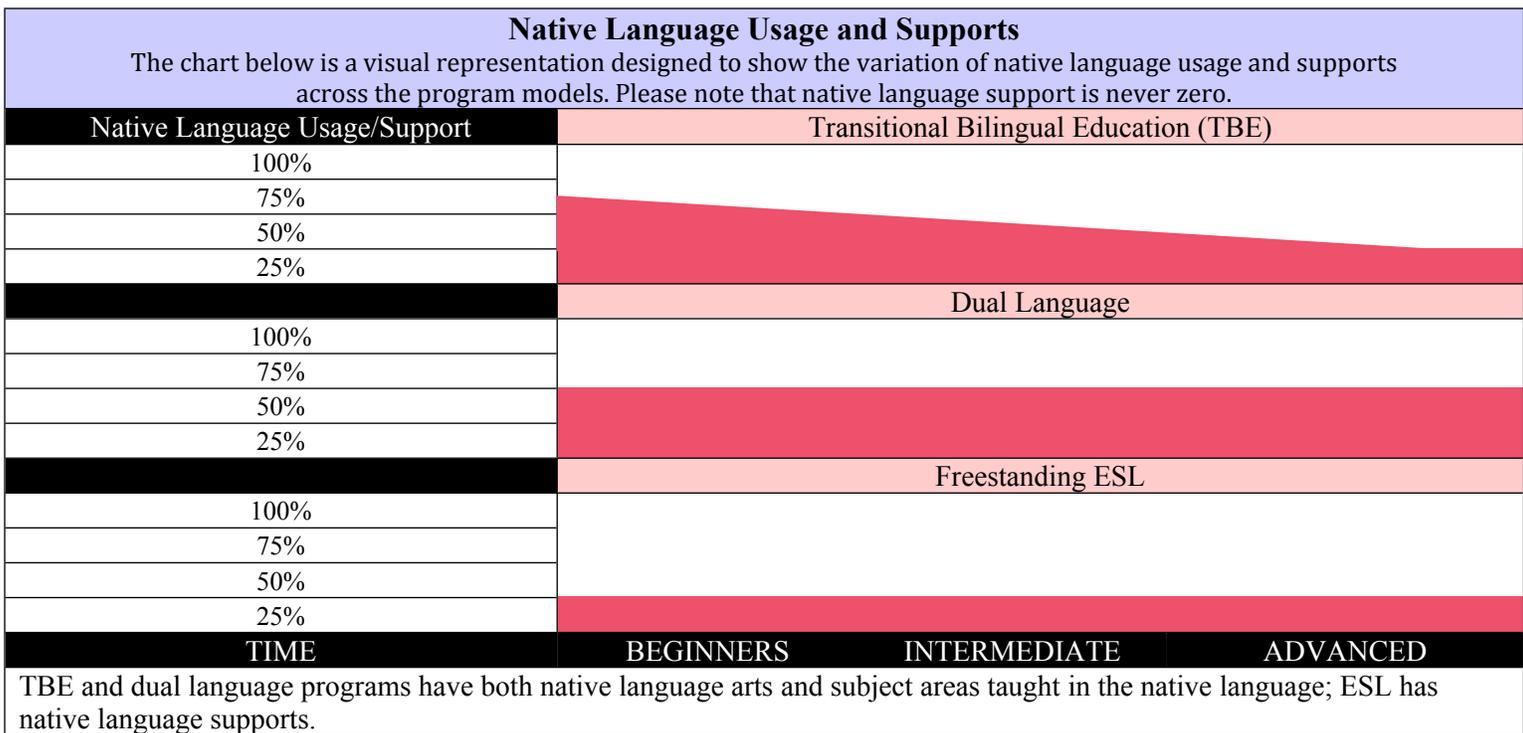
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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



- B. Programming and Scheduling Information--Continued**
- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
  - Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
  - What new programs or improvements will be considered for the upcoming school year?
  - What programs/services for ELLs will be discontinued and why?
  - How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
  - What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
  - How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
  - Do required services support, and resources correspond to ELLs' ages and grade levels?
  - Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
  - What language electives are offered to ELLs?

Paste response to questions 8-17 here

There are 8 ELLs at Eagle. The service is rendered by a certified ESL teacher. This teacher is supported by ELA, SPED, and Speech

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

There are 8 ELLs at Eagle. The service is rendered by a certified ESL teacher. This teacher is supported by ELA, SPED, and Speech teachers. The ESL providers evaluate the NYSESLAT and Aquity scores to determine their proficiency levels aligned differentiated instruction to meet individual scholar needs. The ELLs instruction is delivered by scaffolding which includes modeling, bridging, contextualization, schema building, connecting text to self and the community, and meta-cognition.

The instructional materials that are used to support the learning of ELL scholars include: books on tape, books in scholars native language, computer resources- Rosetta Stone and Study Island. Professional development sessions will be provided in-house and external by our Newtwork.

## 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)?

Paste response to questions 1-5 here

## 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.

Paste response to questions 1-3 here

At the given PD's the inquiry team examined the application of core standards in the classroom. They also gathered insight into ELLs' needs in regards to instructional delivery. The data collected was shared with teachers. External professionals also provided the faculty with relevant professional development. One-on-one professional development was given on strategies, steps to take, and alternative methods of teaching content across all subject areas, especially ELA and Math.

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At the given PD's the inquiry team examined the application of core standards in the classroom. They also gathered insight into ELLs' needs in regards to instructional delivery. The data collected was shared with teachers. External professionals also provided the faculty with relevant professional development. One-on-one professional development was given on strategies, steps to take, and alternative methods of teaching content across all subject areas, especially ELA and Math.

### 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?

Paste response to questions 1-4 here

All parents are invited to attend workshops and conferences throughout the year. CBO's , such as Sports and Arts, and the Eagle Foundation provided workshops and supports to all of our parents. Periodically, surveys and questionnaires are given to parents and information collected and is used to assess their needs. Every effort is made to satisfy the needs of all parents.

## 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													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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**

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

The diagnostic tool that is used to assess the early literacy skills of ELLs is the RAI. This tool provides us with insights into the individual students reading comprehension level. Teachers use the data to plan their lesson, and are able to focus on the ELL scholars area of weakness.

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rashad Meade	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Kathleen Stone	ESL Teacher		1/1/01
Tonobia Goodman	Parent		1/1/01
Micheal Skrilow/SS	Teacher/Subject Area		1/1/01
Kyron Jones/SPED	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kenneth Springer	Guidance Counselor		1/1/01
Nichelle Manning-Andres	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** \_\_\_\_\_ **School Name:**

**Cluster:** \_\_\_\_\_ **Network:**

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

**Part A: Needs Assessment Findings**

---

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

The results from the Home Language survey are used to assess the needs of all our families.

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.

A total of 5 families elected to receive information in both english and spanish. All coorespondence from school are sent in both english and spanish. During parent meetings an interpreter is available for spanish speaking parents during all PTA meetings and conferences.

## Part B: Strategies and Activities

---

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

Using the phone messenger system, all parents with a preference to receive all school information in Spanish, are provided with the opportunity. Both the school calendar and all messages are sent home in both English and Spanish. Our PTA president is also Spanish speaking and ensures that all meetings and documents are accessible to our Spanish speaking families.

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.

Both parent volunteers and in-school staff will be available to meet the needs of our Spanish speaking parents.

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

The funds will be used to further engage our Spanish speaking parents to be involved in their scholars' education. We will also utilize the funds to provide additional hours of services from current Eagle staff.