



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23K644

PRINCIPAL: RASHAD MEADE

EMAIL: [RMEADE3@SCHOOLS.NYC.GOV](mailto: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	
Myra Aponte	*PA/PTA President or Designated Co-President	
Wallace Niles	DC 37 Representative, if applicable	
Jean Louis Kasey Weekes	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Tanobia Goodman	Member/ Parent	
Charlene Mitchell	Member/Parent	
Erick Roa	Member/Teacher	
Tara Bringley	Member/Asst. Principal	
Michael Skrilow	Member/Teacher	
Heidi Waithe	Member/Teacher	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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 6% (32% to 38%) on the NYS English Exam in April 2013

### **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. 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, competencies 1e (Designing Coherent Instruction), 3b (Using Questioning and Discussion Techniques and 3d (Using Assessment in Instruction our educators will improve 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 Engrade to keep parents more informed about Scholars overall academic and social performance.

### **Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy    Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III    Grants   \_\_\_\_\_ Other

If other is selected describe here:

**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.

## **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**

(Add a percentage such as 5% or 20%) of 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**

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**

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 reflective of unique curriculums in Math and Humanities. Specially designed data sheets 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 Scholars.

### **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;

**Budget and resources alignment**

- Indicate your school's Title I status: School Wide Program (SWP)
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy    Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Utilize the services of Engrade, 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.

**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**

100% implementation of the Engrade online grading system that allows Scholars, Parents, and Educators to access daily academic and behavioral data for all Eagle scholars by June 2013.

**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 Engrade 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 Engrade system. Parents without Internet access will be provided with access to computers in our designated parent room.

**Budget and resources alignment**

- Indicate your school's Title I status: School Wide Program (SWP)
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**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.



**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	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.	Small group, one-to-one, tutoring etc.	During the Extended Day program
Mathematics	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	Small group, one-to-one, tutoring etc.	During the Extended Day program

	materials will also take place for scholars that require exposure to more rigorous content.		
Science	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.	Small group, one-to-one, tutoring etc.	During the Extended Day program
Social Studies	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	Small group, one-to-one, tutoring etc.	During the Extended Day program

	academic need. Exposure to accelerated materials will also take place for scholars that require exposure to more rigorous content.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	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. The school psychologist is part of our School Based Support Team that provides IEP mandated support to our scholars each Friday. The school social worker is part of our School Based Support Team that provides IEP support to our scholars our scholars each Friday. The school nurse provides for scholars in need of additional medical related services. There are currently 12 scholars that receive health related services.	Small group, one-to-one, tutoring etc.	During the Extended Day program

## HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

🕒 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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

**EAGLE ACADEMY  
SCHOOL-PARENT COMPACT  
REQUIRED OF ALL SCHOOLS**

Our school, 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 scholar achievement between us, Eagle, and our families. Staff and parents of scholars participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and scholars will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

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

- using academic learning time efficiently;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified educators 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;
- arranging regular parent meetings at flexible times, e.g., morning or evening, to keep parents informed;
- 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 to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- providing parents with timely information regarding scholars' grades, individual scholar assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- providing all parents with an Engrade account, through which they can message educators;
- arranging opportunities for parents to observe activities, special events, etc.;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for scholars and a welcoming respectful environment for parents and guardians;
- 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;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- sign and return my Parent Report Cards at least twice a year;
- 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;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- communicate with my child's educator 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;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

## **III. Scholar Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- try my best to live up to Eagle's Five Pillars

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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 <span style="color: red;">type here</span>	District <b>00</b>	Borough <span style="color: red;">select one</span>	School Number <b>000</b>
School Name <span style="color: red;">type here</span>			

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

Principal <span style="color: red;">type here</span>	Assistant Principal <span style="color: red;">type here</span>
Coach <span style="color: red;">type here</span>	Coach <span style="color: red;">type here</span>
ESL Teacher <span style="color: red;">type here</span>	Guidance Counselor <span style="color: red;">type here</span>
Teacher/Subject Area <span style="color: red;">type here</span>	Parent <span style="color: red;">type here</span>
Teacher/Subject Area <span style="color: red;">type here</span>	Parent Coordinator <span style="color: red;">type here</span>
Related Service Provider <span style="color: red;">type here</span>	Other <span style="color: red;">type here</span>
Network Leader <span style="color: red;">type here</span>	Other <span style="color: red;">type here</span>

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

### D. School Demographics

Total number of students in school		Total Number of ELLs		ELLs as share of total student population (%)	%
------------------------------------	--	----------------------	--	---	---

## 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. [@](#)

Paste response to questions 1-6 here

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<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>														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

**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
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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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														0
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>													

## 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?

Paste response to questions 1-7 here



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

### B. Programming and Scheduling Information--Continued

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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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

### 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

### 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

## 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
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**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

**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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

*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.

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.

## 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.

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.

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>.