



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: EAGLE ACADEMY FOR YOUNG MEN

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09x231

PRINCIPAL: JONATHAN M FOY EMAIL: JFOY2@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLE

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
Jonathan M. Foy	*Principal or Designee	
John McGarry	*UFT Chapter Leader or Designee	
Annabel Rosa	*PA/PTA President or Designated Co-President	
Yvette Crespo	DC 37 Representative, if applicable	
George Nunez & Hasan Mitchell	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Sonia Pacheco	Parent	
Shanta Brown	Parent	
Renee Ferguson	Parent	
Carmel Macklin	Member/Teacher	
	Member/	
	Member/	
	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

To improve teacher effectiveness by 20%, focusing on competency domains 1e (Designing Coherent Instruction), 3b (Using Questioning and Discussion Techniques) and 3d (Using Assessment in Instruction) by creating individual professional development plans for each classroom teacher with a focus on first year teachers.

Comprehensive needs assessment

As I assess the needs of the Eagle Academy for Young Men, our students are underperforming in areas of College & Career Readiness as well as credit accumulation and Regent Pass Rate. The achievement of our young men is directly linked to the quality of instruction and the effectiveness of our classroom teachers.

According to our 2011 – 2012 Progress Report, our College Preparatory Course Index is 36.8%, our College Readiness Index is 11.3%, and our College Enrollment Rate is 52.6%. An important step in building ALL of our students into “college ready scholars” is to make sure every teacher is improving the quality of their lesson delivery and assessment strategies. Additionally, it is important to closely examine the work products students are producing as well as the tasks teachers are designing for them.

Instructional strategies/activities

- *The Instructional Development Committee (IDC) will meet regularly on Wednesday and Friday afterschool to create professional development experiences for staff. Per session will be offered to staff members that participate in the IDC*
- *Through regular observations, teachers will receive feedback and pedagogical support to improve their instruction.*
- *Teachers will be exposed to the Danielson Framework to identify areas on which to focus and actively pursue professional growth*

- *Teacher Improvement Plans will be informed by the Eagle Academy Educator Self-Assessment document that all teachers complete*
- **September 2012 – June 2013**

Strategies to increase parental involvement

- Parents will be kept abreast of the expectations named above through the SLT and PTA meetings.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here

Service and program coordination

- **Administration will conduct formal and informal classroom visits and give timely feedback to each teacher that is aligned with the rubric**

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
Improve teacher effectiveness by supporting teachers in creating two literacy and two math task embedded in a rigorous curriculum unit aligned to the Common Core

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.

As all schools continue to prepare for the full common core roll out in 2014, we must build staff understanding and capacity in regard to aligning our curriculum to the common core learning standards. Our school's Peer Index is 1.74 which indicates that the majority of our students arrive to Eagle below academic grade level standards.

Instructional strategies/activities

- ***Create professional development workshops for staff to build their capacity in creating literacy and math targets***
- ***Implement 2 literacy and 2 math assessments***
- ***Teachers will meet in department teams to develop units.***
- ***Professional Development Committee members will lead the department work***
- ***Teachers will present units in department teams and share with Common Core team members for feedback on alignment.***
- ***Additional professional development time will be allocated to support this effort***

Teachers have voice and influence on certain decisions within their grade teams that meet 4 times a week.

Strategies to increase parental involvement

- Parents will be kept abreast of the expectations named above through the SLT and PTA meetings.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- 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 .

- *Funds from the Expanded Success Initiative Grant will be used to secure instructional coaches for the math and science department*

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher effectiveness of first year teachers by 20% by providing additional professional development and coaching services.

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.

This year we have 4 first year teachers at The Eagle Academy for Young Men. Considering the high turnover rate for new teachers in our school system, it is our objective to provide additional yearlong support to first year teachers.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
- ***An Instructional Dean position was created which enables a lead teacher to teach 2.5 classes in order to have time to provide instructional support to first-year teachers each day***
- ***A New Teacher Professional Development Curriculum to help teachers adjust to The Eagle Academy for Young Men was created in which first year teachers participated in additional PD to support their needs regarding lesson planning and lesson delivery.***
- ***Teachers will be exposed to the Danielson Framework to identify areas on which to focus and actively pursue professional growth***
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

September 2012 – June 2013

Strategies to increase parental involvement

- Parents will be kept abreast of the expectations named above through the SLT and PTA meetings.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- 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

- *Funds from the Expanded Success Initiative Grant will be used to secure instructional coaches for the math and science department*

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	After-school tutoring is facilitated by the classroom teacher after school Monday, Tuesday, Thursday, and Friday. Scholars that demonstrate low mastery ability or are identified as “at risk” are enrolled to reduce to potential of failing.	Small group tutoring	Before and after school as well as on select Saturdays
Mathematics	After-school tutoring is facilitated by the classroom teacher after school Monday, Tuesday, Thursday, and Friday. Scholars that demonstrate low mastery ability or are identified as “at risk” are enrolled to reduce to potential of failing.	Small group tutoring	Before and after school as well as on select Saturdays
Science	After-school tutoring is facilitated by the classroom teacher after school Monday, Tuesday, Thursday, and Friday. Scholars that demonstrate low mastery ability or are identified as “at risk” are enrolled to reduce to potential of failing.	Small group tutoring	Before and after school as well as on select Saturdays
Social Studies	After-school tutoring is facilitated by the classroom	Small group tutoring	Before and after school as well as on select Saturdays

	teacher after school Monday, Tuesday, Thursday, and Friday. Scholars that demonstrate low mastery ability or are identified as “at risk” are enrolled to reduce to potential of failing.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group and one-on-one counseling sessions	Small group and one-on-one counseling sessions	During the school day & after school

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.

In an effort to ensure all teachers are highly qualified, teachers are recruited based on the needs of the school. Teachers are also provided professional development by trained consultants and administration at the school. Teachers are also encouraged to continuously improve their P. D and share knowledge with colleagues

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

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

***EAGLE ACADEMY FOR YOUNG MEN
PARENT INVOLVEMENT POLICY (PIP)***

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in Eagle Academy For Young Men.. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between Eagle Academy and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Eagle Academy's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent/family involvement and school quality, at Eagle Academy for Young Men:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent/family involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Family Coordinator or a dedicated staff person to serve as a liaison between the school and families. The Family Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend Eagle Academy, and will work to ensure that our school environment is welcoming and inviting to all parents. The Family Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents/families to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 15th of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings with flexible times, such as meetings in the weekdays or weekends, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Eagle Academy for Young Men will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Room/ Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress in addition a web base and /or online grade book to help communicate with parents and their child/children progress

EAGLE ACADEMY FOR YOUNG MEN
SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 15th of each school year for parents/guardians of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evenings and weekends and providing (if necessary and funds are available) transportation or child care for our parents/families.
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents/guardians of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents/families in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

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

Provide parents/Families reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Ms. Nichele Manning Andrews	District 09	Borough Bronx	School Number 231
School Name The Eagle Academy For Young Men			

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

Principal Mr. Jonathan Foy	Assistant Principal Mr. Stephen J. Mathur
Coach N/A	Coach N/A
ESL Teacher Ms. Judy Chao	Guidance Counselor Mr. Rafael Perez
Teacher/Subject Area Ayisha Fullerton, Science	Parent Ms. Denise Browne
Teacher/Subject Area Lakia Washington, ELA/SpEd.	Parent Coordinator N/A
Related Service Provider Denise Montanez	Other type here
Network Leader	Other type here

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	28
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	554	Total Number of ELLs	24	ELLs as share of total student population (%)	4.33%
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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. When a new student who may be an ELL enrolls in the school, the HLIS is administered by the certified ESL teacher, Judy Chao, in English and the family's preferred language. An interview is also provided to the parent and the student in order to assess language needs. The LAB-R is then administered upon determination of language needs by the Certified ESL teacher in the appropriate language, if necessary, and the results determine whether or not the student is entitled to an ELL program. Every spring, the NYSESLAT is administered on the allotted test dates to all of the identified ELLs in the school.
2. Within the first weeks of school when the ELL student population has been determined. The certified ESL teacher, Judy Chao, conducts outreach via letters and telephone calls to ELL parents for a Parent Orientation. At the Parent Orientation, the three program choices are outlined and discussed by Judy Chao, the ESL teacher, in the Entitlement letters, the Parent Orientation video, and brochures that are available. The Entitlement letters, Parent Orientation video, and brochures are all provided in both English and the parents' preferred language. Christian Davis, a bilingual volunteer translator, is available and an integral part of the Parent Orientation.
3. Entitlement letters are distributed in person to parents attending the Parent Orientation. Parent Survey and Program Selection forms are also distributed and completed in person at the Parent Orientation. Parents who miss the orientation are mailed their Entitlement letters and Parent Survey and Program Selection forms in a follow-up mailing. Ms. Chao maintains Entitlement letters both digitally and in hard copy versions in her file cabinet.
4. ELL parents are informed of all of the programs offered in the New York City Department of Education for ELL students at the Parent Orientation. The translator and translated materials help to communicate this message to parents. Entitlement letters are maintained digitally and as hard copies by Ms. Chao in her file cabinet. We distribute continued entitlement letters because ESL services are provided by a certified ESL teacher. The program trend based on parent choice has been to select the Free Standing ESL Program.
5. The results of this year's Parent Survey and Program Selection forms show that all parents except for one who returned the form prefer a Freestanding ESL program as their first choice. The one exception prefers a Transitional Bilingual program.
6. The program model currently offered at the school aligns with parent requests. Should the ELL population grow and parent requests and preferences change, the school will employ the appropriate staff to offer alternative, preferred program models.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							4			4	10	5	1	24
Push-In														0
Total	0	0	0	0	0	0	4	0	0	4	10	5	1	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	10
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	12

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	6			6		5	12		5	24
Total	6	0	0	6	0	5	12	0	5	24

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

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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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							4			4	7	5	1	21
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											2			2
TOTAL	0	0	0	0	0	0	4	0	0	4	10	5	1	24

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?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction is delivered in Self-Contained ESL classes that are heterogeneous for the 6th Grade and both heterogeneous and multi-grades for the high school students.
2. For the 6th Grade, Beginning level students meet with the certified ESL teacher, Judy Chao, for a double period every day, totaling 460 minutes per week, and the Advanced level students meet with the certified ESL teacher for one period either every day or four days a week, totaling 230 minutes per week or 184 minutes per week respectively. For the High School students, both Intermediate level students and Advanced level students meet with the certified ESL teacher for one period every day, totaling 230 minutes per week. We are currently working on programming the Intermediate level High School students for another three periods per week with the certified ESL teacher, totaling another 138 minutes per week to reach the mandated 360 minutes per week. Because Eagle only offers a Free-Standing ESL program, NLA instruction is not provided in conjunction with Dual Language or Transitional Bilingual programs. Eagle offers Foreign Language courses in Spanish and French.
3. For the 6th Grade, the Self-Contained ESL classes serve as ESL/ELA classes in which the students learn Humanities content in English using a language-based approach. Lessons are organized and presented in the workshop model, with a multitude of visuals and graphic organizers used to help make content comprehensible. For the High School students, the Self-Contained ESL classes serve as literacy support classes in which the students work on their reading and writing skills in English using a language-based approach. Lessons are organized and presented in the workshop model, with various graphic organizers used and grammar points taught to help make content comprehensible.
4. The students are provided with glossaries and dictionaries for the content area subjects to support the native language evaluations. Exams can be provided in the native language as well using the Language Interpretation Unit if necessary and the content area staff that are bilingual.
5. Instruction is differentiated for the following ELL subgroups that exist in the school: newcomers, ELLs receiving service 4 to 6 years, and long-term ELLs. No current ELL students are identified as SIFE students.
For newcomers, the instructional plan includes a focus on vocabulary development and understanding English sentence structure as well as building literacy and test preparation in English to enable newcomers to meet the ELA testing requirements of NCLB.
For ELLs receiving service 4 to 6 years, the instructional plan includes a focus on enhancing literacy skills through the reading and analysis of various types of text as well as honing in on writing skills.
For long-term ELLs, the instructional plan includes a focus on literacy, too, with extensive and deeper reading comprehension as well as further development and reinforcement of writing skills.
6. The instructional strategies that teachers of ELL-SWDs use to provide access to academic content areas and accelerate English language development include extensive vocabulary building, use of sentence starters and word banks, and use of visuals and graphic organizers. The grade-level materials that teachers of ELL-SWDs use include books and readings that are at grade-level and scaffolded with guided read-alouds. Teachers of ELL-SWDs also have access to and discuss student IEPs as well as use IEPs to set goals for these students.
7. ELL-SWDs are programmed into mainstream classes for certain subject areas as well as Self-Contained environments for extra support in order to meet their diverse needs and provide them with the necessary support to enable them to function within the least restrictive environments. ELL-SWDs are also provided with after-school opportunities to work one-on-one with the certified ESL teacher, Judy

A. Programming and Scheduling Information

Chao.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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?

8. Targeted intervention programs for ELLs in ELA, math, and other content areas include after-school Extended Learning Opportunities for the 6th Grade and Regents Prep courses for the High School students. All programs are provided in English.
9. ELLs who have reached proficiency on the NYSESLAT receive outreach from the certified ESL teacher, Judy Chao, and continue to receive extra time on standardized and classroom assessments. In addition, former ELL students may also meet with Ms. Chao should they require additional language support.
10. The improvements include meeting compliance to provide the mandated services to all identified ELLs. Future new programs and improvements may include expanding the offered ELL programs beyond just a Freestanding ESL program as the ELL population increases and diversifies, as well as possibly offering ESL classes to the parents of ELLs.
11. No programs/services will be discontinued because there was not a program previously.
12. All ELLs are eligible for all school programs like any other student in the school. These may include our Extended Learning Opportunities and afterschool tutoring provided by the ESL teacher. Outreach is done through daily Town Hall announcements to all students, through mailings, emails to parents and by the ESL teacher reaching out to the ELL population specifically. The Eagle Foundation supplements Eagle's budget by providing funding for the ELO programs, which occur afterschool for four days a week. In addition, students can participate in our Mentoring Program on Saturdays, sponsored by the 100 Black Men in Law Enforcement Organization. These programs are offered to help address the educational crisis that affects "boys of color" in New York City. The main goal is to enrich each student's educational and social experience at Eagle, providing them with opportunities to participate in meaningful activities that increase their engagement in school, which should lead to improved student outcomes and higher levels of success during and after high school.
13. The instructional materials that are used to support ELLs include English dictionaries, bilingual dictionaries, bilingual content area glossaries, visuals, manipulatives, computers, SMART Boards, and online resources.
14. In the Freestanding ESL program, native language support is offered by the certified ESL teacher's Intermediate level Spanish ability as well by bilingual Spanish-English teachers in the content areas. A translator is provided for parent meetings.
15. Yes, age- and grade-appropriate texts are used with both the 6th Grade and High School ELLs.
16. All incoming 6th and 9th Grade students, including ELLs, are acclimated to the school through the Summer Bridge program.
17. ELLs are offered the same language electives as any other student in the school, which include French and Spanish.

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)?

N/A

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.

1. Professional development for the ELL personnel at the school includes trainings provided by the DOE on ELL issues as well as a series of professional development workshops on ELLs to be implemented for all staff by the certified ESL teacher, Judy Chao.

2. The support provided to staff in assisting ELLs as they transition from middle to high school will include knowledge of students' strengths and weaknesses in both language and content areas as well as their learning styles. Staff will also be trained in ELL issues through the series of professional development workshops to be implemented.

3. The minimum 7.5 hours of ELL training for all staff will be met through the series of professional development workshops to be implemented by the certified ESL teacher, Judy Chao.

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?

1. Parent involvement is generally very strong at the school, with many active parents in the Parent Association as well as large turnouts of parents at school events. Extensive outreach has been done to parents of ELLs through telephone calls and mailings to disseminate information and encourage parent involvement in meetings and school events. Parent volunteers are available to help provide translation services.

2. The school does not currently partner with other agencies or CBOs to provide workshops or services specifically to ELL parents, but this may change as future new programs and improvements, such as ESL classes to ELL parents, are implemented.

3. The needs of ELL parents have been evaluated through surveys and conversations with parents at meetings and school events, and will continue to be evaluated through future surveys and conversations about specific issues. Surveys include the Home Language survey and the Learning Environment Survey. Currently, our Parent Coordinator, Ms. Lewis, is on medical leave. Ms. Denise Browne, the Parent Association President, is performing the duties of the Parent Coordinator position. She has organized regularly-scheduled parent meetings that address the needs of our parents. She has worked to enrich the meeting by inviting different social service agencies and programs to present information to parents. Parent volunteers are available to help provide translation services.

4. The parental involvement activities for ELL parents to date have included meetings and school events where parents have been provided with important information about their rights and their child's education as well as given the opportunity to ask questions and voice concerns. Such forums to address ELL parent needs will continue to be provided throughout the school year. Parent volunteers are available to provide translation services when necessary.

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)							2							2
Intermediate(I)										2	7	1		10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)							2			2	3	4	1	12
Total	0	0	0	0	0	0	4	0	0	4	10	5	1	24

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	4				4
6					0
7					0
8	6	11	2		19
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	1		3						4
6									0
7									0
8	1		10		8		1		20
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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	3		0	
Integrated Algebra	13		7	
Geometry	2		0	
Algebra 2/Trigonometry	0		0	
Math	0		0	
Biology	0		0	
Chemistry	2		0	
Earth Science	0		0	
Living Environment	13		5	
Physics	1		0	
Global History and Geography	6		3	
US History and Government	3		1	
Foreign Language	2		2	
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

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

1. We plan to use the Fountas and Pinnell and Performance Series to assess our ELL students. We also ordered the ELL periodic assessment for the Spring term. The data resulting from these assessments will help guide our instructional plan.
2. The data patterns across proficiency levels and grades show that students have acquired communicative ability in English (BICS; listening and speaking skills) but require more development of academic English (CALP; reading and writing skills).
3. The patterns across NYSESLAT modalities will affect instructional decisions in that there is a heavy focus on literacy skills across proficiency levels and grades to meet the need of developing academic English more.
4. For our ESL program, the performance on the modalities indicate that across grade and proficiencies, our students struggle with the writing component, as well with the reading. We intend to use ELL periodic assessments with our population to better identify areas of struggle and strength. Once the ELL periodic assessment results become available, the ESL teacher will present the findings to all teachers who instruct the ELL students.
6. Evaluation of the success of the school's program for ELLs is based on student performance in ESL and English classes as well as other content area classes, student performance on the NYSESLAT, and for high school students, student performance on the New York State Regents examinations. Relevant data include scores from the aforementioned assessments and from the ELL periodic assessments, to be administered in the Spring.

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: <u>Eagle Academy For Young Men</u>		School DBN: <u>09x231</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jonathan Foy	Principal		12/19/11

School Name: Eagle Academy For Young Men**School DBN: 09x231****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stephen J. Mathur	Assistant Principal		12/19/11
N/A	Parent Coordinator		12/19/11
Judy Chao	ESL Teacher		12/19/11
Denise Browne	Parent		12/19/11
Ayisha Fullerton/Science	Teacher/Subject Area		12/19/11
Lakia Washington/ELA SpEd.	Teacher/Subject Area		12/19/11
N/A	Coach		12/19/11
	Coach		12/19/11
Mr. Rafael Perez	Guidance Counselor		12/19/11
	Network Leader		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x231 School Name: The Eagle Academy for Young Men

Cluster: 01 Network: 110

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 Home Language Survey and data in ATS are the first points of assessing the school's written translation and oral interpretation needs. Emergency blue cards are also consulted for up-to-date information about these needs. In addition, parent and teacher requests are taken into consideration to address the needs. All of this information allows the school to determine in which languages materials for school mailings need to be translated as well as what kind of bilingual volunteers need to be on hand for meetings and Open School.

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.

The major findings of the school's written translation and oral interpretation needs are that Spanish is the preferred language of many students' families and that French and various African languages are spoken in the homes of some students of African descent as well. A review of the blue emergency cards reveals that 69 parents wrote "Spanish" as their preferred language of written and oral communication. The only other languages indicated other than English are Fulani (1 parent), French (1 parent), Malinke (1 parent) and Niger-Congo (1 parent). The school will report its findings via data reports to staff and inform students of the cultural and linguistic diversity of the student body through posters promoting awareness and cultural celebrations. Grade teams will retain and review their lists of students whose parents require translation and interpretation services.

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.

Based on the identified needs in Part A, bilingual English/Spanish materials are provided for school notifications and mailings and for materials at all ELL parent meetings. Returned forms completed by parents are noted for parents' preferred languages. Written translation services are provided in-house for the Spanish and French languages by school staff and volunteers. For written translation in African languages, requests will be submitted to the Translation and interpretation Unit as needed.

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.

Based on the identified needs in Part A, a Spanish translator is always available at ELL parent meetings and for Open School, with the need for this translator noted by the ESL Specialist in each meeting or conference. A licensed French teacher is also on hand during Open School if needed. These oral interpretation services are provided in-house by school staff and volunteers. If identified as needed, translators for African languages will be requested from the Translation and Interpretation Unit.

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>.

As per Section VII of Chancellor's Regulations A-663, we will provide each parent whose primary language is a covered language and who requires assistance service with a copy of the Bill of Parent Rights and Responsibilities in the main office and the parent coordinator's office. We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the main office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided. We will post signs in the lobby of our school advertising such services.

