



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE EAGLE ACADEMY FOR YOUNG MEN

DBN (i.e. 01M001): 09X231

Principal: JONATHAN FOY

Principal Email: JFOY2@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: CRISTINA JIMENEZ

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jonathan Foy	*Principal or Designee	
John McGarry	*UFT Chapter Leader or Designee	
Adrian Allen	*PA/PTA President or Designated Co-President	
Yvette Crespo	DC 37 Representative, if applicable	
Miguel Perez & Aaron Turner	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Carmel Macklin	Member/ Teacher	
Sonia Pacheco]	Member/ parent	
Shante Brown	Member/ parent	
Yomari Castro	Member/ parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

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

90% of students in 6th grade in ELA will increase their proficiency level by 2% of their previous years' score

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.

According to our NYC Progress Report for 2012-2013 school year indicates that the average student proficiency in English is 2.24 which below the average of our peer schools (2.25) and is lower than the citywide average (2.43).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Strategic Reading Classes for all 6th grade students
2. Targeted Independent Reading Inquiry in 6th grade Humanities classes
3. Small group literacy tutoring – 5 days a week based on Degrees of Reading Power (DRP) data
4. Wilson's Just Words Reading Program for targeted students

B. Key personnel and other resources used to implement each strategy/activity

1. Programming Committee – Key Personnel: Annette VanTull, Janette Jump-Morris, and Nicole Winn-Williams
2. Chief Academic Officer for the Eagle Academy Foundation – Key Personnel: Nichelle Manning
3. Middle School Quality Initiative - MSQI/HarvardEd Labs – Key Personnel: Nicole Winn-Williams
4. Middle School Quality Initiative - MSQI/HarvardEd Labs – Key Personnel: Nicole Winn-Williams

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Scholarship Reports generated every marking period and the DRP (administered 3 times in the school year)
2. Scholarship Reports generated every marking period and increases on April 2014 State exam in ELA
3. Degrees of Reading Power assessment
4. Word Identification and Spelling Test (WIST)

D. Timeline for implementation and completion including start and end dates

1. 9/9/2013 – 6/26/2014
2. 9/9/2013 – 6/26/2014
3. 9/9/2013 – 6/26/2014
4. 9/9/2013 – 6/26/2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Middle School Quality Initiative, Programming Committee, and Middle School Guidance Counselor
2. The Eagle Academy Foundation and the Chief Academic Officer
3. Harvard Ed Labs 4:1 tutoring group
4. Wilson's Reading Program

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 Students in the 6th grade will increase their exposure to 4 new enrichment activities

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.
 According to our Learning Environment Survey from 2012-2013, 27% of students disagreed with the following statement: "My school offers a wide enough variety of classes and activities to keep me interested in school."

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
 1. 6th grade students will be programmed for the activities during the after school program
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Middle School Quality Initiative - MSQI/HarvardEd Labs – Key Personnel: Nicole Winn-Williams and Robert McCullough
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Scholarship Reports generated every marking period and mid-year rotations in student's schedules
- D. Timeline for implementation and completion including start and end dates**
 1. 9/9/2013 – 6/26/2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Teaching Artists are hired in various areas to support the amount of enrichment activities for students. (Music Mixing (DJ), Photography, Journalism, Spoken Word/Poetry, Culinary Arts, Martial Arts, and Engineering & Robotics)

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.
 9th Grade Integrated Algebra pass rates will increase by 5% from the previous school year. (Previous school year was 56%)

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.
 According to our NYC Progress Report 2012-2013, our weighted regents pass rate is 56%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Strategic grouping in Integrated Algebra classes for 9th, 10th, and 11th grade students
2. Coaching sessions with teachers to support deepening student content knowledge and computational literacy
3. Regents Prep Tutoring AM and PM

B. Key personnel and other resources used to implement each strategy/activity

1. Assistant Principal for Math and Science – Ayisha Fullerton
2. Metamorphosis – Key Personnel – Anne Burgender
3. Math Department – Mr. Bello, Mr. Bazan, Ms. Cuyacot, Ms. Forte

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Scholarship reports generated every marking period, Integrated Algebra Pre-Assessment Data, 8th grade Math State Tests
2. Coaching Reports, Observation Reports
3. Mock Regents Exam Data, Scholarship Reports, Interim Assessments

D. Timeline for implementation and completion including start and end dates

1. 9/9/2013-6/26/2014
2. 9/9/2013-6/26/2014
3. 12/16/2013-6/26/2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Regents Review Books, Programming Committee, Math Department Teachers
2. Anne Burgender – Math Coach, Outside Professional Development Opportunities
3. Regents Review Books

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1.

B. Key personnel and other resources used to implement each strategy/activity

1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #5

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 #5
 Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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

Instructional Strategies/Activities
 Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
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 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
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 tutoring	Before and after school as well as on select Saturdays

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We have a Professional Development plan that is designed to meet the needs of all teachers and students in developing lesson plans and unit plans designed with Common Core Standards from grades 6-12. Our Teaching Matters coach works with grades 6-8 ELA teachers General Ed and Special Ed to unpack the Expeditionary Learning curriculum and to align teaching strategies across the grade levels to have teachers use strategies across the middle school so there is seamless transition from year to year. Our CFY math coach meets with grades 6-8 math teachers to develop classroom practices that incorporate the strategies necessary for students to master the math thinking necessary to meet the Common Core expectations. High school vertical teams meet to plan and develop units of study that are Common Core aligned as we prepare for the new State testing that will begin to align to the Common Core beginning this this year.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The school is a conceptually consolidated school and all funds are coordinated to improve student outcomes and close the achievement gap.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Grade team leaders meet monthly to discuss the needs of the grade teams. Grade teams meet weekly to discuss student needs, assessment cycles, and the progress observer through the review of student work. The committees report to administration. Professional development plans are generated by the feedback from the findings of the grade teams. The multiple assessment measures are at the root of the decision making process, supported by the Teacher Effectiveness Framework with particular attention to Domain 4, Professional Responsibilities.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 09	Borough Bronx	School Number 231
School Name The Eagle Academy for Young Men		

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

Principal Jonathan Foy	Assistant Principal Stephen Mathur
Coach type here	Coach type here
ESL Teacher Judy Chao	Guidance Counselor Annette VanTull
Teacher/Subject Area Diana Austin/ESL & French	Parent type here
Teacher/Subject Area type here	Parent Coordinator Denise Browne
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	647	Total number of ELLs	25	ELLs as share of total student population (%)	3.86%
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Part II: 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														
Discrete ESL class										1	1	1	1	4
Pull-out							2	2	2					6
Total	0	0	0	0	0	0	2	2	2	1	1	1	1	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	8

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	10			7			8			25
Total	10	0	0	7	0	0	8	0	0	25

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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	3	3	8	1	1		20
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			1		1		4
TOTAL	0	0	0	0	0	0	6	3	3	9	1	3	0	25

Part III: Assessment Analysis

Assessment Breakdown

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

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	0	1	0				1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1	2	0	3				6
Advanced (A)							5	1	2	6	2	2	0	18
Total	0	0	0	0	0	0	6	3	3	9	2	2	0	25

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	5	1	0	0	6
6	3	0	0	0	3
7	3	0	0	0	3
8	4	1	1	0	6
NYSAA Bilingual (SWD)	0	0	0	0	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	4		1		1				6
6	3								3
7	3								3
8	3		2						5
NYSAA Bilingual (SWD)									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 (SWD)									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	2		0	
Geometry	0		0	
Algebra 2/Trigonometry	1		1	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	8		0	
Physics	0		0	
Global History and Geography	2		0	
US History and Government	7		0	
Foreign Language	0		0	
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school does not use any of the listed assessments to assess the early literacy skills of our ELLs. The majority of our ELLs exhibit Intermediate to Advanced level literacy as evidenced by their NYSESLAT scores in the reading/writing modalities.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our ELLs exhibit higher communicative language ability than literacy/academic language ability in all grades as evidenced by their NYSESLAT scores in the listening/speaking modalities compared to the reading/writing modalities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The patterns across NYSESLAT modalities indicate that instruction in our ESL classes needs to focus on literacy and building academic language and vocabulary in order for our ELLs to progress annually. Given the number of ELLs that we currently have, we do not qualify for Title III funding.
4. For each program, answer the following:
 - a. 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?
 - a. At this time, our school only has a Freestanding ESL Program. See #2. In general, our ELLs are opting to take tests in English even when a native language version is provided. Most of our ELLs possess communicative language ability in their native language but are not necessarily literate in their native language. Given this, there is not enough data to compare how they are faring in tests in English as compared to their native language.
 - b. The results of the ELL Periodic Assessments are used to gauge whether or not students are on target in developing their modalities at the time of the assessment and moving toward making annual progress through the NYSESLAT.
 - c. The Periodic Assessments have shown that students are generally on target in developing their modalities at the time of the assessment.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our school does not serve Grades K-5.
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions as evidenced by the development of academic language and vocabulary across all content areas. Opportunities to function in all modalities are also provided in classes across all content areas.
7. 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?Our school does not currently have a Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our programs for ELLs is evaluated by analyzing data from the NYSESLAT for all grades; analyzing data from the NYS ELA, Math, and Science tests for Grades 6-8; and analyzing data from NYS Regents Examinations for Grades 9-12. Students are expected to increase a level on the NYSESLAT at minimum and to pass the NYS tests and examinations that they attempt.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new student who may be an ELL enrolls in our school, the HLIS is administered by either the Assistant Principal, Stephen Mathur, or the certified ESL teacher, Judy Chao, in English and the family's preferred language. The LAB-R is then administered in the appropriate language, if necessary, and the results determine whether or not the student is entitled to an ELL program.
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.
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 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. A translator for the parents' preferred language is available and an integral part of the Parent Orientation.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
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. Parent Survey and Program Selection forms are secured/stored in the classroom of the certified ESL teacher, Judy Chao.
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.
Because a Freestanding ESL Program is the only program currently offered at our school, ELL parents are informed of this in the Entitlement letter and at the Parent Orientation. Parents are also informed of their right to transfer their child to another school that has their program of preference, if they so desire. The translator and translated materials help to communicate this message to parents.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The steps taken to administer the NYSESLAT to all ELLs each year include setting up a timetable and schedule for administering the different modalities within their testing windows, involving and training other certified teachers and staff to assist with the administration of the different modalities, ensuring that the testing environment meets NYS requirements, and providing sufficient make-up testing opportunities.
6. 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.) 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
The trend in the program choices that parents have requested on the Parent Survey and Program Selection forms in the past few years shows that the majority of parents prefer a Freestanding ESL Program as their first choice. This year, all parents who returned the form selected a Freestanding ESL Program. In the past two years, all parents except for one who returned the form preferred a Freestanding ESL Program as their first choice; the one exception preferred a Transitional Bilingual Program. The program model currently offered at our school aligns with parent requests as we offer a Freestanding ESL Program. Should the ELL population grow and parent requests and preferences change, our school will employ the appropriate staff to offer alternative, preferred program models.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. Instruction is delivered in the following organizational models: Pull-out for Grades 6-8 and Discrete ESL classes for Grades 9-12.
 - b. Instruction is delivered in the following program models: by grade and heterogeneous in one class for each of the Grades 6-8 and ungraded and heterogeneous in one class for Grades 9-12.
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)?
 - a. For Grade 6, the one Intermediate level student meets with the certified ESL teacher, Judy Chao, for a double period every day, totaling 460 minutes per week, and the five Advanced level students meet with the certified ESL teacher for one period every day, totaling 230 minutes per week, and are programmed for ELA one period every day as well, totaling 230 minutes per week. For Grade 7, the two Intermediate level students meet with the ESL teacher-in-training, Diana Austin, for a double period every day, totaling 460 minutes per week, and the one Advanced level student meets with the ESL teacher-in-training for one period every day, totaling 230 minutes per week, and is programmed for ELA one period every day as well, totaling 230 minutes per week. For Grade 8, the one Beginner level student meets with the certified ESL teacher, Judy Chao, for a double period every day, totaling 460 minutes per week, and the two Advanced level students meet with the certified ESL teacher for one period every day, totaling 230 minutes per week, and are programmed for ELA one period every day as well, totaling 230 minutes per week. For Grades 9-12, two of the Intermediate level students meet with the certified ESL teacher, Judy Chao, for a double period every day, totaling 460 minutes per week, the nine Advanced level students meet with the certified ESL teacher for one period every day, totaling 230 minutes per week, and one of the Intermediate level students meets with the certified ESL teacher for one period every day, totaling 230 minutes per week. We are currently working on programming this last Intermediate level High School student for at least another three periods per week with the certified ESL teacher, totaling at least another 138 minutes per week to reach the mandated 360 minutes per week. We are also working on programming an Intermediate level

High School student who is not currently meeting with the certified ESL teacher. In addition, we are trying to retrieve missing ATS data to properly program three new admits from the 2012-2013 school year who had been administered both the LAB-R and the NYSESLAT.

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 foster language development and meet the demands of the Common Core Learning Standards.

For Grades 6-8, the double and single period Pull-out ESL classes, coupled with an additional period of ELA for Advanced level students, serve as ESL/Humanities classes in which the students learn Humanities content in English, like the mainstream Humanities classes, but using a language-based approach. Lessons are organized and presented in the workshop model, with a focus on academic vocabulary and use of a multitude of visuals and graphic organizers to help make content comprehensible. Common Core-aligned tasks and rubrics are used for assessment and to meet the demands of the Common Core Learning Standards. For Grades 9-12, the Discrete ESL classes serve as literacy support classes in which the students reinforce their listening and speaking skills while strengthening their reading and writing skills in English using a language-based approach. Lessons are organized and presented in the workshop model, with a focus on academic vocabulary and use of various graphic organizers as well as grammar points taught to help make content comprehensible. Common Core-aligned tasks and rubrics are used for assessment and to meet the demands of the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our ELLs are all functional in English and can complete assessments in English. They generally opt to take tests in English even when a native language version is provided. Most of our ELLs possess communicative language ability in their native language but are not necessarily literate enough in their native language to be able to complete assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ELLs are appropriately evaluated in all four modalities of English acquisition through the ELL Periodic Assessment as well as listening, speaking, reading, and writing tasks in daily and unit assessments in their ESL and content area classes.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction is differentiated for the following ELL subgroups in our school: newcomers, ELLs receiving service 4 to 6 years, long-term ELLs, and former ELLs. 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 building academic language and elevating 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 also includes a focus on academic language and literacy with extensive reading comprehension and remedial reading when necessary as well as further development and reinforcement of writing skills. For former ELLs, the instructional plan includes reinforcement of all modalities across content areas and access to ELL resources, like bilingual glossaries, scaffolding strategies, and extended time on assessments, whenever needed.

7. 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?
The instructional strategies and grade-level materials that teachers of ELL-SWDs use to provide access to academic content areas and accelerate English language development include extensive vocabulary building, total physical response, and broadbased use of visuals and graphic organizers.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
ELL-SWDs are programmed into mainstream classes with ICT support as well as Self-Contained environments for extra support in different content areas to meet their diverse needs and to provide them with the necessary support to enable them to function within the least restrictive environments.

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

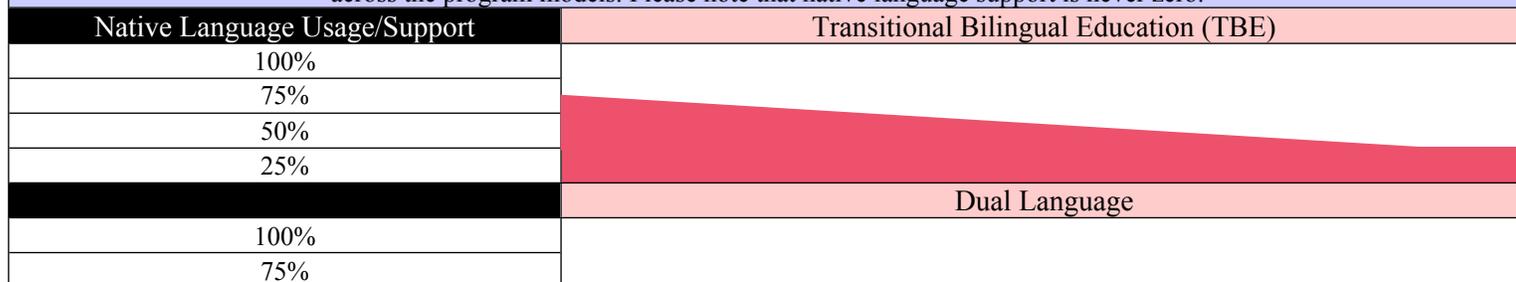
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

9. 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.

Targeted intervention programs for ELLs in ELA, Math, and other content areas include after-school Extended Learning Opportunities for Grade 6 and Regents Prep courses for the High School students. All programs are provided in English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

The improvements that will be considered for the upcoming school year include sorting out programming and data issues in order to meet compliance in providing the mandated services to all identified ELLs. In addition, new programs, like perhaps ESL classes for ELL parents, may be implemented.

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

No programs/services will be discontinued at the present time.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are eligible for all school programs like any other student in the school.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In our 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 always provided for parent meetings.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Age- and grade-appropriate texts are used with ELLs across all grade levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

All incoming Grade 6 and Grade 9 students, including ELLs, are acclimated to our school through the Summer Bridge program.

18. What language electives are offered to ELLs?

ELLs are offered the same language electives - French and Spanish - as any other student in our school.

19. For schools with dual language programs:

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

Our school does not currently have a Dual Language Program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. Professional development for all ELL personnel at our school includes trainings provided by the DOE on ELL issues as well as professional development workshops on ELLs to be implemented for all staff by the certified ESL teacher, Judy Chao.
 2. Professional development that is offered to teachers of ELLs to support engaging them in the Common Core Learning Standards includes trainings provided by the DOE, trainings provided by our Children First Network, and in-house workshops implemented by Common Core fellows and content area teachers.
 3. The support provided to staff in assisting ELLs as they transition from middle to high school includes 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 professional development workshops to be implemented.
 4. The minimum 7.5 hours of ELL training for all staff will be met through the professional development workshops to be implemented by the certified ESL teacher, Judy Chao.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 our school, with many active parents in the Parent Association as well as large turnouts of parents at school events. Outreach to the parents of ELLs has taken place through telephone calls and mailings to disseminate information and encourage parent involvement in meetings and school events.
 2. Our 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 for 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.
 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.

E. 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 response to question 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 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **The Eagle Academy for Young Men**

Cluster: _____ Network: **CFN 402**

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. The school will report its findings via a report to the staff.

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 as well as Internet resources (i.e., Google Translate). For written translation in African languages that have written form, 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. 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. Additional translators are also requested as needed from the Translation and Interpretation Unit, including translators for African languages.

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>.

Based on Section VII of Chancellor's Regulations A-663, the school will provide a copy of the Bill of Parent Rights and Responsibilities via mailing in parents' preferred languages. The school will also post signs that indicate the availability of translation services in the most prominent covered languages, Spanish and French, near the primary entrance of the school.