



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 23K644

**School Name: Eagle
Academy II**

Principal: Rashad Meade

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: MS/HS School Number (DBN): 23K644
School Type: MS/HS Grades Served: 6-12
School Address: 1137 Herkimer Street, Brooklyn, NY 11233
Phone Number: 718-495-0863 Fax: 718-732-2129
School Contact Person: Rashad Meade Email Address: Rmeade3@schools.nyc.gov
Principal: Rashad Meade
UFT Chapter Leader: Zymaa Collymore
Parents' Association President: Josie Williams
SLT Chairperson: Charlene Mitchell
Student Representative(s): Jean Louis

District Information

District: 23 Superintendent: Superintendent deGovia
Superintendent's Office Address: 1665 St. Marks Ave, Brooklyn, NY 11233
Superintendent's Email Address: mdegovi@schools.nyc.gov
Phone Number: 718-240-7448 Fax: 718-240-7448

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 402 Network Leader: Christina Jimenez

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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 (Blue Ink)
Rashad Meade	*Principal or Designee	
Z. Collymore	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
W. Niles	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
T. Bringley	CBO Representative, if applicable	
C. Mitchell	Member/ Facilitator Chairperson	
M. Aponte	Member/ Recording Secretary	
P. Sagun	Member/ Responding Secretary	
M. Elcock	Member/ 2 nd Responding Secretary	
T. Strauss	Member/	
C. Hall	Member/	
T. Thomas	Member/	
K. Hamilton	Member/	
E. Collins	Member/ Timekeeper	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Eagle is an all boys middle school and high school in the heart of Brownsville, Brooklyn. Our young men take an active role in ensuring their own success and providing evidence of their academic and social proficiency. They do this by exhibiting the 5 Pillars of Eagle Scholarship: Effort, Confidence, Resilience, Leadership, and Commitment to Excellence. Our scholars are placed into one of the six Eagle Houses named after prominent men of color. They are with their house brothers throughout their academic career at Eagle. Scholars start and end their day with their house brothers and house leaders.

Our strengths include building positive culture around our scholars and educators. We have multiple partnerships with outside organizations so that our scholars can gain life skills as well as academics. Our challenges over the past years have been finding the right educators to service our scholars. As a growing school, we've hired 6-11 educators each year. Over the past two years, we have developed an extensive hiring process to ensure we are finding the best fit.

We have made the most growth during the past year in the alignment of our curriculum, assessments and using data to inform our decisions. These are also our key areas of focus for the current year as we still have much growth to continue.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>12% met State standards on the State English test, 13% met standards on the State Math test Upon examining our practice, we realized that the daily work our scholars were being given was not nearly as rigorous across the school as necessary to prepare our young men for the quality and quantity of work they will have to do in college. We also realized, utilizing part of the Danielson framework, components 1e (Designing Coherent Instruction), 3b (Using Questioning and Discussion Techniques), 3c (Engaging Scholars in Learning) and 3d (Using Assessment in Instruction our educators will improve their practice and ensure scholars are exposed to more rigorous work.</p>	

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Scholars progress on the final will be a 30% increase from the baseline taken in October.</p>
<p>Average educator rating in Danielson component 3C will be 3.0</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<p>We have added teacher-developed interim/unit assessments to each unit of study in each subject. At the beginning of the school year, educators engaged in a workshop about creating and scoring these. These more real-world, writing-intensive assessments are aligned to the Common Core State Standards to ensure a focus on college-readiness standards.</p>	All scholars	Throughout the year	Supervisors Mrs. Bringley Ms. Strauss Mr. Hamilton
<p>Teachers meet in content teams weekly and follow a protocol to review and critique each other’s lesson/ unit plans. The ELA and Math department in particular has engaged in breaking down the standards to determine the specific types of analysis or thinking scholars need to demonstrate in order to “master” that standard.</p>	All educators	Weekly	Supervisor: Mrs. Bringley

This list is then turned into “criteria for mastery” that educators use when writing lessons, assessments, and when giving feedback on daily classwork. Educators are expected to provide scholars with regular feedback on performance, and to use knowledge gleaned from feedback in future planning.			
Content educators in Science and Social Studies regularly analyze data	All educators	Throughout the year	Supervisor: Ms. Strauss and coaches, Ms. Collymore (science), Mr. Davis (SS)
Select educators will visit schools recommended by our Network and Superintendent deGovia to observe effective teacher practice in the areas of 3b, 3c, and 3d			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. Assistant Principal Tara Bringley facilitates weekly MS and HS ELA meetings. 2. Mrs. Haggins and Ms. Kleberg, educator and ELA coaches assist with designing the curriculum for grades 6-7 and coaching the 6th-7th grade educators. 3. The Science and Social Studies departments are facilitated by Assistant Principal Tabitha Strauss and coaches Ms. Collymore (science), Mr. Davis (SS). 4. Resources include books and textbooks bought with NYSTL funding, Wizard TM (online Regents/ CCSS test maker), Scantron reader and sheets (for data collection).

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ol style="list-style-type: none"> 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities. 				
<ol style="list-style-type: none"> 1. At least 2 informals will be conducted for each educator and the average tabulated rating for 3C will be 2.75. 2. Scholars will receive standardized interims or unit assessments at least every 10 weeks. Progress will be measured. By end of January, scholars will demonstrate at least a 15% increase. 				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
At least 2 informals have been completed. Educators are inconsistently showing growth in this component. The average rating is 2.5.				

More informals are being conducted on a regular basis, 3c will always be rated.

Weekly/ bimonthly meetings in departments are focused on 3c.

Scholars have shown progress on the interims in ELA and math.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to our Quality Snapshot- 71% of our scholars say that most students at the school treat each other with respect

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

At least 80% of our scholars will respond that they feel that most students at the school treat each other with respect on the School Survey
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Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
High School Houses focuses on the setting of small, realistic goals and articulating the action steps necessary to reach those goals.	HS scholars	Sept- June	Mrs. Bringley, Mr. Hall
Section Sheets for each class in the middle school provide daily behavioral data to inform us about necessary follow-ups and potential interventions we may have to put in place for individual scholars	MS scholars	Sept- June	Ms. Strauss, Mr. Hamilton
Professional development opportunities are planned to support new educators each month on the topics of building relationships with the boys and facilitating relationship building among the boys	New educators	Once a month Sept- June	Mr. Meade, Ms. Collymore
Professional development opportunities are planned to support all educators weekly during grade team meetings to help facilitate building relationships between educator and scholar and scholar to scholar	All educators, all scholars	At least 2x per month from Sept- June	All AP’s

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Time to plan for PD's
 Scheduled weekly meetings
 Paper/ clipboards for MS
 Goal sheets printed each Monday

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

1. A survey monkey survey will be completed by scholars in MS in January to determine how scholars feel in school. At least 80% of the scholars will feel safe and that they are respected by their classmates and housemates.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

81% of our scholars responded that they feel safe at the school
 82% of our MS scholars felt respected by their housemates.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Educators attend weekly meetings in both grade and department teams to discuss lesson plans, scholars, and classroom dynamics. Educators support each other with shared best practices and feedback.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of our educators will participate in at least three 3C-focused intervisitations over the course of the school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Educators will learn together new structures and strategies for increasing active intellectual engagement in their classes.	All Educators	Sept - June	Principal Meade, APs, and Instructional Coaches
Select educators will visit schools recommended by our Network and Superintendent deGovia to observe effective teacher practice in the area of 3C.	Educators with the lowest 3C ratings.	Sept - Jan	APs
After 2-3 PDs, educators will plan lessons implementing learned strategies and open their classrooms to each other to receive constructive feedback and share how the same strategies can be used in various classrooms.	All Educators	Nov-June	APs and Instructional Coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Various research-based strategies for engagement (from such texts as *Making Thinking Visible*)
- Coverage for certain intervisitations

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

By January 31st all educators should have participated in at least 1 intervisitation.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

- 100% of ELA educators have conducted at least 1 intervisitation
- 50% of History educators have conducted at least 1 intervisitation
- 80% of Science educators have conducted at least 1 intervisitation
- 50% of Math educators have conducted at least 1 intervisitation
- 50% of all other elective educators have conducted at least 1 intervisitation
- Scheduled visits are being conducted during the month of March to April for all educators

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Upon examining our practice, we realized that the daily work our scholars were being given was not nearly as rigorous across the school as necessary to prepare our young men for the quality and quantity of work they will have to do in college. We also realized, utilizing part of the Danielson framework, components 1e (Designing Coherent Instruction), 3b (Using Questioning and Discussion Techniques), 3c (Engaging Scholars in Learning) and 3d (Using Assessment in Instruction our educators will improve their practice and ensure scholars are exposed to more rigorous work.

During observations in 2013-2014, 25% of our educators struggled with classroom management which led to decreased time on task and poor student achievement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The average educator rating in Danielson components 1e, 2d, 3d will be 3.0.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
During grade team meetings educators discuss structure of the House model/ schedule, discuss best practices and upgrades to facilitate brotherhood among scholars in their classes and houses. Select HS scholars are assigned to MS houses in order to provide	All educators, all scholars	Sept- June	All AP’s

mentoring to their younger house brothers.			
In content areas, teams work to modify the lesson plan, unit plan structure to better plan for their classes. They discuss lesson plans and unit plans giving feedback to one another. Content teams visit each other's classrooms to give feedback to their colleagues.	All educators in ELA, Math, History, Science, the Arts	Sept- June	Mrs. Bringley- ELA and the Arts Ms. Strauss- History and Science Mr. Hamilton- Math
Supervisors visit classrooms at least 2-4x per month to give feedback to educators. They meet with the educator within 48hrs to discuss the visit and next steps.	All educators	Sept-June	Mrs. Bringley- ELA and the Arts Ms. Strauss- History, Science, the Arts Mr. Hamilton- Math
Supervisors visit classrooms at least 1x per week to give feedback and provide support through planning meetings to educators who are rated ineffective/ developing.	Struggling educators	October- June	Mrs. Bringley- ELA and the Arts Ms. Strauss- History, Science, the Arts Mr. Hamilton- Math

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Google Docs Danielson rubric Advance platform Scheduled time by AP's

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
1. By the end of the semester (January 31), educators will average 2.75 in the Danielson components 1e, 2d, 3d.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X No

32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Average 2.7 in component 1e

Average 2.9 in component 2d

Average 2.7 in component 3d

Continued support is being given in the areas of 3d and 1e in the form of weekly planning meetings with supervisor/ coach.

Weekly/ daily support is being provided to educators who rate 1 in component 2d in the form or coaching and Scholar Coordinator/ para assistance.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Currently, 10-20% of our scholars’ parents attend parent meetings / awards ceremonies.

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

26% of our MS scholar parents have logged into Engrade.

13% of our HS scholar parents have logged into Engrade.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- To increase parent involvement and attendance at meetings and ceremonies by 10%.
- To increase Engrade login by 20%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
A full-time college and career advisor will hold multiple college workshops for families to walk them through the application process.	HS Parents	Sept-March	College Advisor, HS APs, PTA
We subscribe to Naviance so that scholars and families can access college information at any time.	HS Parents	Ongoing	College Advisor, HS APs
Parent meetings are held every other month on Saturdays to allow for all parents to attend. Parent groups are split up according to their son’s grade to answer grade specific information. Hip Hop for Life	All Parents	Sept-June	Principal Meade, APs, PTA

conduct parent workshops at various times during the year to promote healthy relationships, finances and lifestyles. These workshops are based on parent interest throughout the year.			
Parents are invited to attend SLT meetings as well as meetings to plan the Senior Convocation, 8 th gr Stepping Up ceremony and the Senior HS Graduation.	All Parents	Sept-Oct	Principal Meade, APs
Awards ceremonies are held 3-4x per year to celebrate scholar achievements.	All Parents	Nov, Jan, March, June	APs, PTA
Monthly progress reports/ report cards are sent home to parents, calendars and phone blasts are sent to let parents know when these are distributed.	All Parents	Ongoing	PTA
Engrade information is given out to parents throughout the year, phone blasts are sent home to remind parents to check.	All Parents	Ongoing	PTA

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
-Incentives for attending Parent Meetings -Incentives for Honor Roll scholars -Naviance Subscription

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
By February, at least 25% of parents attended at least 1 event at Eagle.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
For the November parent conferences, 35% of our parents were present. We’ve had 3 parent meetings on Saturdays where 25% of our parents have attended at least 1.				
Scholars who are in danger of not receiving credits this year in HS are part of weekly contact by House leaders, educators and scholar coordinators in the HS. 50% of those parents have attended a mandatory meeting to discuss how they can support their son.				

Engrade logins have increased by 25% from last year.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Informed by data on interim assessments those in the bottom ¼ and through observations	Through small group instruction with either their individual educator or the reading specialist scholars will receive individual or small group instruction 2x per week. Scholars that are identified to be “critical” will receive additional instructional periods. The primary instructional tools used during this block will be Wilson and Rewards.	Small group, one-to-one, tutoring etc.	During computer classes, Scholarship and extended day
Mathematics	Informed by data on interim assessments those in the bottom ¼ and through observations	Through small group instruction and with the assistance of the paras scholars in need of additional math help will be served during the 2x per week by their classroom educator. Periodic	Small group, one-to-one, tutoring etc.	During computer classes, Scholarship and extended day

		<p>assessments will be used inform instruction and allocation of Educator resources. The schedule will be rotated, with scholars scheduled based on academic need. Exposure to accelerated materials will also take place for scholars that require exposure to more rigorous content. HS scholars receive Reteaching sessions on a needs basis three days a week.</p>		
Science	Informed by data on uniy assessments and observations	<p>Through small group instruction scholars in need of additional science help will be served during the 2nd and 3rd extended day block (2pm – 5pm, M-W). Data from daily and periodic assessments will be used inform instruction and allocation of Educator resources during the extended day block. The schedule will be rotated with scholars scheduled based on academic need. Exposure to accelerated materials will also take place for scholars that require exposure to</p>	Small group, one-to-one, tutoring etc.	During Scholarship and extended day.

		more rigorous content.		
Social Studies	Informed by data on uniy assessments and observations	Through small group instruction scholars in need of additional science help will be served during the 2 nd and 3 rd extended day block (2pm – 5pm, M-W). Data from daily and periodic assessments will be used inform instruction and allocation of Educator resources during the extended day block. The schedule will be rotated with scholars scheduled based on academic need. Exposure to accelerated materials will also take place for scholars that require exposure to more rigorous content.	Small group, one-to-one, tutoring etc.	During Scholarship and extended day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Those recommended by educators/ parents / those in need of support	Scholars that are in need of both mandated counseling and recommended counseling are serviced during the Scholarship. Servicing scholars during this period results in minimal impact on their instructional time while allowing them to be properly serviced. The school psychologist is part of our School Based Support Team that provides IEP mandated support to our scholars each Friday. The school social worker is part of our School Based	Small group, one-to-one, tutoring etc.	During Scholarship and extended day.

		Support Team that provides IEP support to our scholars our scholars each Friday. The school nurse provides for scholars in need of additional medical related services.		
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

Scheduling and Common Planning Opportunities At Eagle Ocean Hill, we believe teacher quality is at the heart of student achievement. As such we designed a schedule that meets the individual needs of both students and teachers in multiple ways. First, all content area courses take place before lunch and thus educators have the ability to work collaboratively to design lessons, discuss scholar performance, and share best practices and assessments. Furthermore, due to the unique scheduling, department common planning time and grade team meetings have been put in place to ensure student progress and assessments are being collected and analyzed by the team. This is especially important for ELA educators, as they are primarily responsible for introducing and aiding the scholars in becoming proficient in reading skills. ELA educators utilize this time to work collaboratively in order to desegregate data gathered from assessments. Such information allows educators to further understand what students have learned and what skills they still need to master. Moreover this time has been spent recommending different strategies that may aid in scholars reading development. Tips on fluency, comprehension, proper speed for read-alouds, even how to help scholars chose an independent book are discussed.

Lesson Study: This practice is the linchpin of our teaming processes to support academic excellence. Lesson study was developed in Japan, and is a professional development program that centers on collaborative study of live classroom lessons. ELA educators work together to develop rich lessons. The goal is to discover and discuss best teaching practices that may aid in the scholars achieving a reading growth of 1.25 years. With the understanding that demanding schedules will make it difficult for ELA educators to constantly be in each other's rooms, the use of video cameras has been implemented. As such, ELA educators have the ability to watch the lesson at their leisure as well as pause and rewind as different strategies are discovered. In addition to directly impacting student learning, this practice gives teachers an opportunity to engage in reflective practice, while building teacher professionalism.

2b. 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).

At Eagle Ocean Hill we schedule one day per month as Department or whole staff instructional PD. During this time, educators are exposed to and work with developing strategies for engagement and using data to determine how to best support all scholars. Educators plan collaboratively and look at data as it is aligned to common core standards. Content educators in Social Studies and Science are immersed in a series of professional development on how to infuse the literacy standards into their daily instruction.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

3b. 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).

NA

Part 4: SWP Schools Only

4a. 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.).

NA

4b. 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.

Representative educators from each content area were asked to be part of the assessment team for ELA and Math. Educators in SS and Science create assessments aligned to content standards which is reviewed by the content coach and supervisor.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page #

		(Refer to Galaxy for FY '15 school allocation amounts.)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$402,434		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,894,874		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **Eagle Academy II**, 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 the school and the families. The 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 the school community. **Eagle Academy II** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

Eagle Academy II 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 13	Borough Brooklyn	School Number 644
School Name Eagle Academy II		

B. Language Allocation Policy Team Composition [i](#) 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 Rashad Meade	Assistant Principal Tara Lohr-Bringley
Coach N/A	Coach N/A
ESL Teacher	Guidance Counselor Kenneth Springer
Teacher/Subject Area Kyron Jones/Sp. Ed	Parent M. Aponte
Teacher/Subject Area Zymaa Collymore/Sp. Ed	Parent Coordinator Cigi McCollin
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers 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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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)	513	Total number of ELLs	7	ELLs as share of total student population (%)	1.36%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained														0
Push-In									1		1	1		3
Total	0	0	0	0	0	0	0	0	1	0	1	1	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	1

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2			4			1			7

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	2	0	0	4	0	0	1	0	0	7
Number of ELLs who have an alternate placement paraprofessional: _____										

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
SELECT ONE														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	
	ELL	EP	ELL	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	
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									2		2	3		7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	2	0	2	3	0	7							

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
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	2				2
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:

- 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.
For all new admits to our school, we look at their test history, using information from ARIS and ATS. When an ELL student is admitted, our ESL teacher runs ATS reports to learn their test history, NYSESLAT modalities results, years of service and SIFE status. This information informs us about students' English proficiency levels, and about which skill areas ought to be prioritized, and helps guide

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Examination of the results showed that our ELLs continue to struggle in using the context to find the meaning of unfamiliar words, finding the main idea and writing short and extended responses. Specific materials were brought to help them overcome these weaknesses. Study Island is also being used to address their needs. In general, we have seen that our ELL students tend to be stronger in listening/speaking skills than in reading/writing. This year, for example, seven of our ELLs scored at an advanced or proficient level on the 2012 NYSESLAT in listening and speaking. As mentioned before, ESL instruction focuses strongly on reading comprehension strategies, vocabulary development and writing skills.

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 state did not release the spring 2013 NYSESLAT scores in combined modalities.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The results on ESL Periodic Assessment are consistent with NYSESLAT results, i.e. our students needs extra support in reading comprehension and writing skills.

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](#))

n/a

6. How do you make sure that a child's second language development is considered in instructional decisions?

We evaluate the results of our ESL program in a number of ways. We look at students' overall classroom work, their abilities to follow oral and written directions, and to complete grade appropriate tasks. We work with them on discrete skills, related to comprehension and writing strategies. We work with them on reviewing content material, particularly in social studies, because of the textbook work involved, to help them achieve on state standardized tests. Our ESL teacher has a good rapport with our ELLs, their teachers and families, and this contributes positively to our ELLs' successful integration into school life.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the results of our ESL program in a number of ways. We look at students' overall classroom work, their abilities to follow oral and written directions, and to complete grade appropriate tasks. We work with them on discrete skills, related to comprehension and writing strategies. We work with them on reviewing content material, particularly in social studies, because of the textbook work involved, to help them achieve on state standardized tests. Our ESL teacher has a good rapport with our ELLs, their teachers and families, and this contributes positively to our ELLs' successful integration into school life.

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](#).)

Upon request by the guidance counselor, secretary, parent coordinator, or administrator Mr. Jones, our SPED coordinator meets with families of potential new students to help determine if Eagle Academy would be an appropriate choice. For students assigned to our school by the DOE placement office, she meets with families during admissions and reviews admission documents obtained from the secretary. At the time of intake the Home Language Identification Survey would be administered to families who are registering a child for the first time in a NYC school. This survey helps the school identify students who may have limited English Language proficiency. The Survey would be administered by a trained pedagogue, Mr. Jones who is a certified Sp. Ed teachers or Ms. Bringley, an administrator. An oral interview is conducted with parents and child to assess the child's ability to understand spoken English. If a language other than English is indicated on the HLIS of a first-time registrant, the ESL teacher will administer the LAB-R assessment to determine the student's eligibility to receive ESL services. The LAB-R will be conducted under the conditions appropriate for testing, and it must be given within ten days that the child is admitted into the school. If the child speaks Spanish only, then Ms. Germosen will assist with testing. The Spanish LAB will be given by the certified pedagogue.

Our ELLs are assessed annually on the NYSESLAT exam. The ESL teacher will use the information on the ATS/RLER report to determine who is eligible to take the NYSESLAT examination. The administration of the NYSESLAT, include ordering, scheduling, parent notification of testing, administration of all sub-sections, coordinating the writing scoring sessions, and pckaging of test materials, are handled by our ESL teacher, Ms. Stone. Students' proficiency levels as determined on the NYSESLAT indicate continued eligibility to receive ESL services, testing accommodations, and to guide instruction. The ATS/RLER was used to make this determination.

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.

We have never had a new student register at our school who was a first time registrant in a NYC school. If we did, then at time of intake, if the child is determined to be an ELL, our ESL teacher would explain to the parent that there are three different models of ESL instruction being offered by the DOE. The parent brochures and video would be used to convey this message. Parent surveys and Program selection forms would be filled out and the information entered on ATS and the ELPC screen. The LAB-R would be administered by our ESL teacher within the first ten days of the student's attending our school. If a parent does not choose an ELL program, the alternative is bilingual education.

Parents of the ELLs who are enrolling in our school are informed that Eagle Academy II does not offer a bilingual program or a dual language program at this time, but may offer this in the future. Presently, we offer a freestanding ESL program that combines pull-out and push-in support. Ocean Hill is not a destination neighborhood for new immigrants, we have not had newly arrived immigrant families requesting admission. If the neighborhood demographics change, and more limited English speaking students are accepted at Eagle Academy II, then changes and accommodations will be discussed and implemented in the future.

Our Parent Coordinator, Ms. McCollin provides parents of ELLs with support, such as information as to how they can assist.

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 [\[see tool kit\]](#).)

At the beginning of the school year, our ESL teacher drafts, prints and distributes parent notification letters to students - both letters of entitlement for continuing ELLs, and letter of non-entitlement/transition for students who have scored at a proficient level on the NYSESLAT. Letters are sent in both English, and the parents' preferred language for school communication, using the translated versions available on the DOE website.

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.

On the first day of school in September, and periodically (at least twice monthly) throughout the school year, our ESL teacher runs ATS reports (RLER and RLAT). and consults with the pupil personnel secretary about new admissions to the school. The ESL teacher gathers class schedules from the school programmer, and in consultation with classroom teachers, creates a pull-out and push-in schedules. Our ELL students will also meet with the ESL teacher during after school sessions.

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.

Eagle Academy II is a 'choice' school; our ELL parents have made the decision to send their children here, and understand that the only program model we offer at this time is the freestanding ESL program. After explaining our program model, parents do not make the decision not to send their child to the school. We have had students in self-contained special education classes who scored at a beginning level of proficiency on the NYSESLAT examination. For these students, whose learning disabilities interfere with their reading ability; their low NYSESLAT scores are not due to second language learning difficulties. These students' listening comprehension and ability to communicate orally in English have always been much higher, and some of them have scored at an advanced or proficient level on those sections of the NYSESLAT.

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. 

The program model offered at Eagle Academy II is aligned to parents' requests.

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])?

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)?

The ELL students at Eagle Academy II follow the program set for their assigned classes, with weekly instructional periods that meet all NYC and NYS regulations in ELA, Math, Science, Social Studies, Foreign Language, Physical Education, and the Arts. Major subjects area teaching periods range from five to ten periods per week. Instruction is provided entirely in English. Our ESL/Foreign Language teacher, provides pull-out and push-in services during various periods during the week, according to the number of minutes mandated by students' proficiency levels as indicated by their most recent NYSESLAT scores. In addition, all our ELL students receive pull-out and push-in instructional time with the ESL teacher. All ELL students are pulled out for at least one period.

Instruction is focused on language development in reading, writing and oral comprehension; general study skills, vocabulary for appropriate social interactions and classroom presentations, and content review for test preparation. Our ESL teacher meets regularly with ELL students' content area teachers to a certain students' needs, to offer ideas to help differentiate instruction and assessment, and to respond to specific classroom situations and needs. The speech teacher also meets with these students. The workshop model is used to provide instruction with differentiated tasks that allow ELLs different entry points into the lesson.

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.

Instruction is focused on language development in reading, writing and oral comprehension; general study skills, vocabulary for appropriate social interactions and classroom presentations, and content review for test preparation.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Spanish is the language being offered at Eagle Academy II. Some of our ELLs do 2 sessions weekly of this language which is their native language. They are taught the rudiments of the language, how to speak, listen, write, and read in Spanish. Periodic assessments are done by the foreign language teacher.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our teachers differentiate instruction by delivering scaffolding the concepts thought, reviewing and reteaching, and the individualized attention during class time. All teachers in their delivery of their lessons activate prior knowledge, use graphic organizers, promote vocabulary development, emphasize the writing of short and extended responses. Using the workshop model to deliver instruction, the student listens to the language in read aloud activities. They are exposed to informational texts, given the opportunity to answer questions that assess their comprehension of the material. The students are encouraged to share their findings, short responses and extended responses. Study Island is the program being used by the ELL-SWD to strengthen the learning between school and home.

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).

All teachers in middle school employ several strategies to provide access to content material and to accelerate English Language development. Many of our students read below grade level, and are challenged by the volume and level of required reading and writing in their subject area classes. All subject area teachers emphasize reading and writing skills, including in math, science, and physical education classes. Remedial reading programs, such as Wilson, are also used by some teachers to help students master reading.

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?

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?

All teachers in middle school employ several strategies to provide access to content material and to accelerate English Language development. Many of our students read below grade level, and are challenged by the volume and level of required reading and writing in their subject area classes. All subject area teachers emphasize reading and writing skills, including in math, science, and physical education classes. Remedial reading programs, such as Wilson, are also used by some teachers to help students master reading.

The students in the ITT program are encouraged to listen, speak, read, and write in English. Graphic organizers and various tasks are given to the students so that they have various entry points into a lesson. Their multiple intelligences are taken into account by teachers, so tasks are assigned to meet their learning styles and diversity.

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

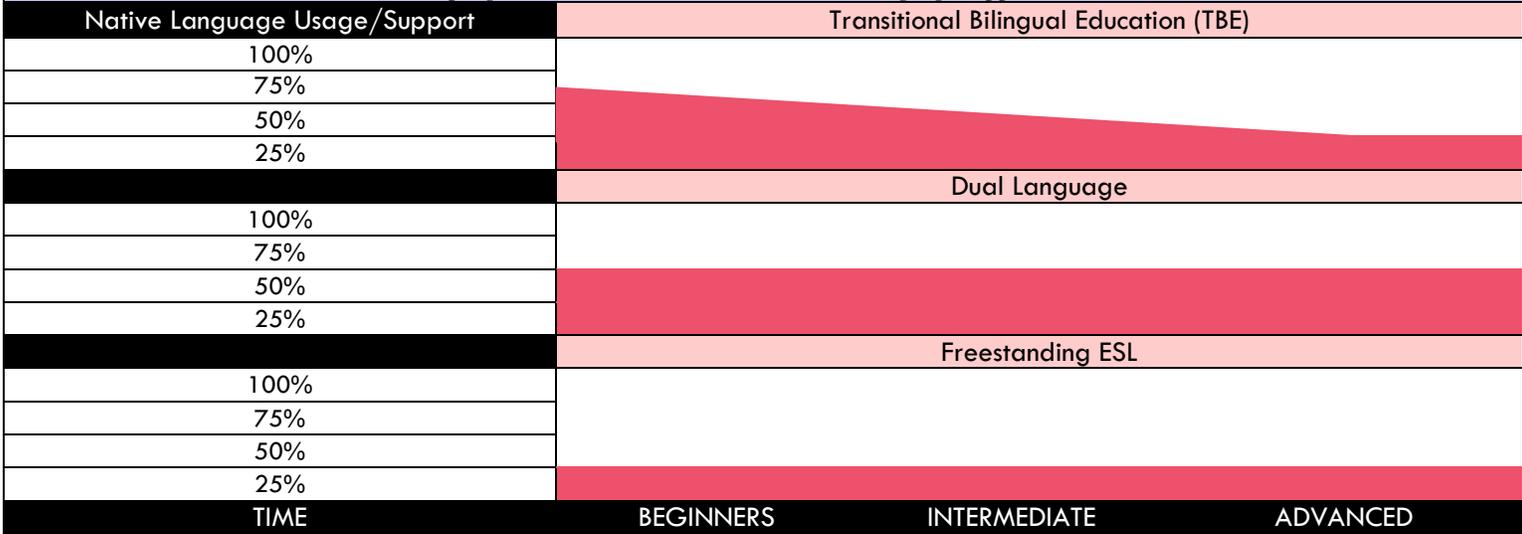
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

Our school uses data from standardized assessments (NYS, NYC Performance Assessments and school-wide benchmarks) to help determine appropriate intervention programs for all students. The results consistently indicate to us the needed interventions with strong focus on the development of reading and writing skills across the curriculum. We recognize this as a school-wide need. Some Eagle Academy students read below grade level. Our curriculum preparation includes response to intervention, focusing on specific reading strategies for students and basic decoding strategies. We have instituted small group sessions during the school day for all students who scored level 1 and 2 on the NYS ELA test last year. Our ELLs are all in that category. Strategies that work well for our struggling native English Language readers are also helpful for emergent readers. We are committed to providing academically rigorous instruction for our ELL students, utilizing various scaffolding techniques and instructional methodologies to differentiate instruction in the content area classes, such as graphic organizers, building on prior knowledge, lab inquiry in science, audiovisual materials, environmental learning (field trips), manipulatives in math classes, computer technology in all subject area classes, differentiated reading materials, collaborative assignments, modeling, bridging, contextulization, schema building, connecting text to self and community and meta-cognition. Our assigned educator meets regularly with ELLs' content area teachers to find out the the performance of these students on benchmark assessments that were given in class. All instruction is 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.

The current program is meeting the needs of our ELLs. Most of the Ells have achieved proficiency in Listening/Speaking component of the NYSESLAT. Recent data from the Writing/ELA class showed that gradually students are comprehending the rudiments of English, and are moving from the writing of simple to complex sentences. They are also achieving the goal - to write eight to ten sentences in a paragraph and essays with five or more paragraphs.

Students who demonstrate proficiency on the NYSESLAT test are monitored for two years, during which they continue to receive testing accommodations. We are careful to check ATS RLAT reports at the start of the school year, and as new students are admitted. This year we have two ELLs who achieved the advance level on the 2013 NYSESLAT. Our assigned educator meets with the teachers regularly to monitor their progress and performance. In the past, he was asked to teach and to review particular language aspects with former ELLs, such as writing mechanics and grammar

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

The new common core curriculum will be introduced into the program. The content given in CodeX will used to complement the program. Our focus is student engagement. Therefore, our ELLs will be fully engaged in the acquisition of English Language. We are striving to improve our existing program by providing our Ells with more opportunities to use assistive technology to strengthen their English Language Development

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

There will be no discontinuance of programs/services. The Ell population is small in our school - never comprising more than three percent of the student body.

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

Our ELL students have equal access to all school programs, events and services. We do not have a bilingual classes and no self-contained ESL classes. Our ELL students are given the options to participate in all Eagle Academy extracurricular activities, including Beacon and SASF community programs. ELL students also participate in college preparedness activities and all field trips. All school support structures are available to our ELLs, such as technology in the classrooms, media center and reading room, tutoring, Saturday Academy and after school programs. All ancillary services provided to students with IEPs are provided to our ELL with an IEPsuch as mandated:speech, guidance and resource room.

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

Our three ELLs are in two different classes and grades. Instructional materials that help support struggling readers are used in all content areas in all classes. The instructional materials that are used to support the learning of ELL students include: books on tape, books in students' native language, computer resources - Izone, Rosetta Stone and Study Island. All teachers receive ongoing PD and coaching to help differentiate instruction and assessment. Professional development sessions will be provided in-house and external by the network and other sources, such as ISC.

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

Native Language is not delivered in the program model

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Eagle Academy is a middle school/ highschool. All our programs, resources and supports are specific to this age group.
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.
Since we have so few Ells and no newly arrived immigrant student, we do not offer program specific to newly enrolled Ells before the start of the school year. If our demographics change in the future, we will consider implementing such programs. However, we do offer an orientation session for all students and parents at the end of summer. Our assigned educator, or a volunteer parent is usually there to translate and explain policies and procedures in the student/parent's native language.
18. What language electives are offered to ELLs?
Spanish is the only foreign language being offered.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.

N/A

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. Our ESL teacher and administrator participate in district, regional, cluster, network and city-wide professional development for ESL teachers. They consult with classroom teachers on how to meet the needs of ELLs in the content area, offering ideas for differentiation and language development support.

2. We have ELLs in the eighth grade and they receive support from our guidance counselor to help navigate the high school admission process, and to prepare for the transition to high school. Our ESL teacher also works with Grade 8 ELLs, making sure that they and their families understand how to use the high school directory, how to select high school choices, and how to correctly fill out their high school applications. Teacher reviews the eighth grade ELLs' high school applications with parents and students before they are returned to the guidance counselor.

3. Professional development sessions are held weekly for all teaching staff, as well as on designated city-wide PD days, that include instructional differentiation. All school staff, including pedagogues, administrators, secretaries, guidance, community workers and parent coordinator are invited to participate in ESL professional development.

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.

1. Parents are surveyed at the beginning of each school year, at the initial PA meeting, as to their interests and needs, to encourage them to participate, and to discuss ways they can be involved with their child's class and with the school community. ELL parents are invited to participate in our active PA and SLT meetings. Recent topics have included: test preparation and accommodations, Common Core Standards, graduation information, high school articulation and ARIS training.
2. The school partners with other agencies such as Sports and Arts and Beacon. These organizations provide workshops and services to all of our parents. Beacon provides technology and GED classes.
3. Our administrators, test coordinator, and parent coordinator communicate with parents regularly via weekly newsletters and notices to foster awareness of issues pertaining to students' academic and social development, and to share information about community events. Our ESL teacher communicated regularly with ELL families about ESL service eligibility, scheduling, and testing information.
4. Periodically, surveys and questionnaires are given to parents and the information collected is used to assess their needs. Every effort is made to satisfy the needs of all parents. They were invited to Study Island, Engrade, and ARIS workshops. Principal had an informal breakfast with parents. Other programs are being planned for all parents.

Part VI: LAP Assurances

School Name: <u>Eagle Academy II</u>		School DBN: <u>23K644</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rashad Meade	Principal		11/11/13
Tara Lohr-Bringley	Assistant Principal		11/11/13
Cigi McCollin	Parent Coordinator		11/11/13
	ESL Teacher		
M. Aponte	Parent		11/11/13
Z. Collymore/Sp. Ed/SETSS	Teacher/Subject Area		11/11/13
K. Jones Sp. Ed	Teacher/Subject Area		11/11/13
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Kenneth Springer	Guidance Counselor		11/11/13
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 23K644 School Name: Eagle Academy II

Cluster: 4 Network: 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.

Eagle Academy II is a Grade 6-11 Middle School and High School located in the multi-ethnic Ocean Hill area of Brooklyn with approximately 513 students enrolled. Seven of our students are English Language Learners. They come from homes where their parents do not speak English proficiently. Therefore, in many cases these parents are unable to provide English Language experiences that enhance classroom instruction, and further second language development. We reviewed the home language surveys, the ATS information about the languages spoken by students, holistic assessment through social interaction with parents, and interviews with students and members of their families. Home languages of our students are Spanish.

Our school prides itself for having staff members who speak a variety of languages, and assist in translating correspondence to parents. They interpret during conferences with students, teachers and parents when the need arises. In addition, our parent coordinator can also use the Translation and Interpretation Unit for meetings, notices, school newsletters, as well as utilizing the School Messenger service. Teachers use the Google translation feature to prepare letters.

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.

Eagle Academy II will provide all parent notices in two languages - English and Spanish. An analysis of school data which include parent workshop attendance sign-in sheets, surveys, HLIS and conversations with parents reveals that there is a need for translation services for parents during parent-teacher conferences, written communication that are sent home to parents, and at other parent workshops. Staff members proficient in Spanish translate and interpret for parents accurately.

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.

We identified the personnel who are capable and willing to translate from our staff and parents. We have a multi-cultural teaching and ancillary staff proficient in the languages, as well as parent volunteers. In addition, we regularly use the services of Central's Translation Unit and Google to translate letters to parents.

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 our ongoing assessment of the language needs, our parents have highlighted the need for us to provide oral translations. The following is an outline of our program which will be implemented with the translation and interpretation funding.

Oral translation will be provided at:

1. The registration process
2. Parent orientations
3. Open school Parent-Teacher conferences
4. Workshops and interviews
5. High School articulation
6. Written correspondence

Eagle Academy II will provide oral interpretation using our in-house interpreters. At the beginning of the academic school year, we identified the staff members who can speak other languages. The languages that are interpreted in-house are Spanish. These languages are spoken by our population of English Language Learners and their parents. During our everyday routine, in-house translators are always available to meet the needs of our parents. Finally, we also utilize the Regional Translation Center, and if necessary we will hire outside translators to satisfy needs of our parents.

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

We have translated all important letters that go home to parents. We have in-house translators and parent volunteers at PA meetings to speak with the parents of our ELL students. Eagle Academy II will also access the Translation and Interpretation Unit services whenever we are unable to have our translators present. We are cognizant of the fact that we need to have a speaker of the native language of the parent present at every IEP meeting and other important conferences, and we do provide this service. Every parent who has indicated that English Language is not his or her native/primary language has and will continue to receive a copy of the Bill of Parent's Rights and Responsibilities in his or her primary/native language. Our Safety Plan and our LAP provide for this Translation and Interpretation Service. Our Parent Coordinator makes an effort to contact every parent on an ongoing basis, and she notifies them in several languages of the current activities, services, meeting, and workshops. Our main office has signs in multiple languages.