

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: EAGLE ACADEMY FOR YOUNG MEN OF HARLEM
DBN (i.e. 01M001): 05M148
Principal: MAHALIEL BETHEA
Principal Email: MBETHEA4@SCHOOLS.NYC.GOV
Superintendent: GALE REEVES
Network Leader: CRISTINA JIMENEZ

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mahaliel Bethea	*Principal or Designee	
Barbin Ramos	*UFT Chapter Leader or Designee	
Shirley Payne	*PA/PTA President or Designated Co-President	
Christopher Slaughter	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Laronda Hooks	Member/ Elected UFT	
Sarah Trexler	Member/ Elected UFT	
Lakia Washington	Member/ Elected UFT	
Niecee Sanchez	Member/ Elected Parent	
Juliet Folks	Member/ Elected Parent	
Ysabel Victorio	Member/ Elected Parent	
Serina Moya	Member/ Elected Parent	
Desiree Bowman	Member/ Elected Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

To improve teacher effectiveness and increase instructional rigor by focusing on competency 3C of the Danielson Framework (Engaging Students in Learning). 75% of teachers will be rated effective or highly effective on component 3C of Danielson's Framework for Teaching.

Comprehensive Needs Assessment

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

"Student engagement in learning is the centerpiece of the Framework for Teaching: all other components contribute to it." – Danielson. In order to truly see academic progress across contents, our instructional focus must be on ensuring that our scholars are engaged with the content being presented to them. Creating classrooms that are supportive, student-focused centers of learning will ensure increased mastery and overall academic progress for our young men.

Instructional Strategies/Activities

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

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

1. After each observation, feedback will be provided around the Danielson indicators, specifically 3C. Eagle professional development will focus around the identified Danielson indicator.
2. The Professional Development Team will create professional development cycles which connect to enhancing the teachers' ability to execute component 3C
3. The instructional team will go on a minimum of one (1) external visit to observe student engagement in a different school setting.

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

1. Principal, Assistant Principal, Grade Team Leaders and Network 402
2. Principal, Assistant Principal, Grade Team Leaders and Network 402
3. Principal, Assistant Principal, Grade Team Leaders and Network 402

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

1. **Classroom Observations:** Through regular observations, Eagle Educators will receive feedback and pedagogical support to improve their instruction with specific focus on Component 3C.
2. **Professional Development:** Eagle Educators will receive weekly Professional Development with a specific focus on Component 3C.
3. **Visitation Debrief:** Eagle Educators will complete a visitation debrief in which they identify key takeaways and create an action plan for their development.

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

1. Start Date: September 2014 - End Date: June 2015

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

1. Principal will submit their formal and informal observation reports via the Advance Website.
2. Professional development will be run by the Administrative Team, in conjunction with the Professional Development Team and the Network to ensure successful implementation of Component 3C.
3. A school site with high student engagement will need to be selected and the visit will need to be scheduled for the end of the first semester.

Strategies to Increase Parental Involvement

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

Grade Team 6 and 7 will organize curriculum meetings with parents to expose them to the Danielson Rubric and to the Common Core standards twice during the year. The Parent Association Executive Board will conduct monthly meetings in order to inform Eagle families about school activities and to encourage parent participation.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 50% of 6th and 7th grade scholars who scored a level 1 on the ELA NYS 2014 assessments will show growth as measured by the NYC Performance assessments.

Comprehensive Needs Assessment

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

The needs assessment will encompass the entire school and be based on the performance of students in relation to set scholar achievement standards.

Instructional Strategies/Activities

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

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

1. **Grade Team Meetings:** Eagle grade teams will meet weekly to look at scholar work and create action plans for identified students. Grade teams will also meet with the families of identified scholars to communicate action plans.
2. **Data Dives:** Educators will participate in Data Dives where they will look at assessment data and determine which standards were mastered and which standards were areas of struggle for our scholars. Educators will also determine how areas of struggle will be retaught, when, and to whom.
3. **Independent Reading Initiative:** We have started an independent reading initiative that will provide scholars with the opportunity to engage with their Educators around self-selected books.
4. **Push-in** instruction for ELL students.

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

1. **Grade Team Leaders Washington & Trexler:** Grade teams will devote time to conducting data dives and exploration of scholar work.
2. **Grade Team Leaders Washington & Trexler:** Grade teams will devote time to conducting data dives and exploration of scholar work.
3. **Classroom Teachers:** (Wednesday for 60 minutes & Thursday for 60 minutes)
4. **ELL Coordinator**

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

1. Interim Assessments will be given to support grade teams in collecting data. Key personnel will use data to track the progress and revise interventions to targeted students.
2. Grade Team 6 and Grade Team 7 will engage in Data Dive protocols following each performance assessment to determine key areas of strength and areas of growth.
3. Grade 6 have 40 minutes of dedicated time for Independent Reading. Scholars will track their reading using reading logs.
4. Practice NYSITELL Exams will be administered to track progress.

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

1. Start Date: September 2013 - End Date: June 2014

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

1. Title 1 funds will be used to provide additional support afterschool.

Strategies to Increase Parental Involvement

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

Parents will be kept abreast of the expectations named above through the SLT and PA meetings. In addition, parents will receive progress reports once a marking period. These progress reports will outline mastery of standards.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 To increase the number of parent-lead projects executed over the course of the academic school year to 5.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Increasing parental engagement will lead to positive outcomes for our scholars. As a community school we want to ensure that our parent body has an active role in the development of programming and events. This will enhance the already strong family ties Eagle Academy has with its families.

Instructional Strategies/Activities

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

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

1. Principal will meet with the PA President once per month to discuss projects and general school business.
2. Parent Coordinator will meet with the PA Executive Board to discuss prospective projects and ensure alignment to school mission and vision.
3. PA membership will have the opportunity to join special committees to plan different types of events and programs.

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

1. **Principal:** The Principal will work with the Executive Board to organize five major events through the year.
2. **Parent Coordinator:** The Parent Coordinator will organize events in conjunction with the Eagle Academy PA
3. **PA Committee Chairs**

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

1. The Principal and PA President will have a midyear reflection meeting to examine progress towards goals.
2. The Parent Coordinator will report the Parent Association's progress to the staff at the midyear staff conference.
3. The number of committee activities planned by each committee will be an indicator of impact and success.

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

1. Start Date: September 2014 - End Date: June 2015

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

1. Meeting time between Principal and PA President has been established.
2. Title 1 Parent Involvement Funds will be used to hold special events for title 1 families.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 Parents will develop projects at Parent Association Meetings.
 Parents will develop projects in conjunction with the PA Executive Board.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	After-school tutoring is facilitated by the classroom teacher Wednesdays and Thursdays. Scholars that demonstrate low mastery ability or are identified as “at risk” are enrolled to reduce the potential of failing.	Small group tutoring	After school Wednesday and Thursday, as well as on select Saturdays
Mathematics	After-school tutoring is facilitated by the classroom teacher Wednesdays and Thursdays. Scholars that demonstrate low mastery ability or are identified as “at risk” are enrolled to reduce the potential of failing.	Small group tutoring	After school Wednesday and Thursday, as well as on select Saturdays
Science	After-school tutoring is facilitated by the classroom teacher Wednesdays and Thursdays. Scholars that demonstrate low mastery ability or are identified as “at risk” are enrolled to reduce the potential of failing.	Small group tutoring	After school Wednesday and Thursday, as well as on select Saturdays
Social Studies	After-school tutoring is facilitated by the classroom teacher Wednesdays and Thursdays. Scholars that demonstrate low mastery ability or are identified as “at risk” are enrolled to reduce the potential of failing.	Small group tutoring	After school Wednesday and Thursday, as well as on select Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group and one-on-one counseling sessions.	Small group and one-on-one counseling sessions	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
In an effort to ensure all teachers are highly qualified, teachers are recruited based on the needs of the school. Professional Development: Teachers are provided professional development by administration and our network. Teachers meet in grade teams to share best practices.

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).
Teachers are provided professional development by administration and our network. Teachers meet in grade teams to share best practices.

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Our TA Program provides additional time on task for our scholars. Academic Intervention and Enrichment services take place Monday-Thursday for an additional two hours after the end of the traditional school day. The Academic Intervention and Enrichment time specifically focuses on identifying areas for grow and strengthen those targeted areas to move scholars to proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
During the regular school day, we have allocated TA resources to ensure necessary additional instructional assistance is available in classrooms.

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

Eagle Academy's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (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 Eagle Academy For Young Men of Harlem will:

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

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

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

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

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

The Eagle Academy for Young Men of Harlem, 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. Eagle Academy's staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school 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 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 5	Borough Manhattan	School Number 148
School Name The Eagle Academy for Young Men Harlem		

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 Mr. Mahaliel Bethea	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Ms. Jackeline Andrade	Guidance Counselor N/A
Teacher/Subject Area Mr. Barbin Ramos Math	Parent Ms. Tracy Shaw
Teacher/Subject Area Ms. Lakia Washington Humanit	Parent Coordinator Nathanael Deverteuil
Related Service Provider Ms. Darleen Post	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	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)	68	Total number of ELLs	7	ELLs as share of total student population (%)	10.29%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
Dual Language <small>(50%:50%)</small>	0													0
Freestanding ESL														
SELECT ONE							7							7
SELECT ONE														0
Total	0	0	0	0	0	0	7	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	5	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. [i](#)

	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	0		4	0		1	0		5
Dual Language						0				0
ESL										0

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	0	0	0	4	0	0	1	0	0	5
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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							5							5
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	5	0	0	0	0	0	0	5

*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): <u>7</u>	Number of third language speakers: <u>2</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>2</u>	Asian: <u>0</u>	Hispanic/Latino: <u>5</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0						5							5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							2							2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2							2
TOTAL	0	0	0	0	0	0	9	0	0	0	0	0	0	9

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													
	A													
	P													
READING/ WRITING	B													
	I							0						
	A							0						
	P													

NYS ELA

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

At Eagle we rely on Fountas and Pinnell to assess the early literacy skills of our ELLs. This comprehensive system for one-on-one assessment reliably and systematically matches the scholars' independent reading levels. This data informs the ELL educator as well as

the others, the ELLs reading ability in T2, which assists the educators in the planning and delivery of a lesson by allowing it to be in the ELLs' zone of proximal academic/second language development.

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

The data between the Fauntas and Pinell and the NYSESLAT indicate similar patterns regarding the ELLs reading and writing abilities. The ELL scholars received an advanced score across all four language modalities in the 2012-2013 NYSESLAT and in the Fauntas and Pinell they scored between the 3-8 levels L-Z; thus indicating the performance of the ELLs is close or at grade level. As educators analyze this data it is revealed a correlation between scores, which can assist educators with the knowledge of having authentic assessment results of the ELLs reading and writing skills in T2; therefore, assisting educators in making more asserted curricula decisions during school-wide academic planning.

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 New York State English as a Second Language Achievement Test (NYSESLAT) was developed by the NYS Education Department to measure the progress of English language skills in listening, speaking, reading, and writing and to determine proficiency levels (beginning, intermediate, and advanced). Understanding the NYSESLAT scores assist the school administrators and educators to maximize ELL services and instruction to meet the varying needs of ELLs at their schools. Primarily, NYSESLAT scores identify who should continue to receive ESL services. Moreover, it assist educators in determining ELLs English language proficiency levels allowing them to:

1. place ELLs in programs that best fit their needs
2. plan strategic and homogeneous linguistic grouping
3. determine how much instructional time should be spent in the native language and English (as indicated in this document)
4. determine the most suitable amount of English as a Second language and English Language Arts (ELA) instructional time.

The staff members involved in the process are the ESL instructor/coordinator, school Principal, and/or other member of the ESL school team.

4. For each program, answer the following:

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

a. Being that Eagle Harlem opened its doors to the public this year and that we currently serve one grade 6, there is not a pattern across grade levels to make a comparison; however, regarding language proficiencies it can be stated that there is no evident pattern at present, in terms of second language skills only because all ELLs are in an advanced level on all four modalities, except for one. Regarding the fairness of taking assessments in English as compared to their native language, ELLs are provided with several accommodations to assist them at the time of answering an assessment. ELLs have bilingual dictionaries, which they take home and are encouraged to use in the classroom, after school, homework assistance, and during teacher-made and state assessments. Moreover, during the different state assessment besides utilizing the bilingual dictionary, ELLs have the option to answer the test in their L1 and if scholars wish to do so; they are permitted to have the exam in T2 (Target language) and L1 (native language) parallel.

b. At Eagle, educators are using the ELL Periodic Assessment to begin establishing a baseline which in conjunction with other mandated assessments will continue informing and assisting educators to accurately plan and deliver instruction in ELL's academic/second language acquisition zone of proximal development.

c. The ELL Periodic Assessment is design for ELLs to provide detailed information about the scholar's English Language development. Scholars' knowledge of English is assessed in three modalities: reading, writing, and listening. The ELL Periodic Assessment offer predictions toward the results of the NYSESLAT. It informs school staff how well the scholars will perform on the NYSESLAT, therefore, it can be utilize as another tool in assisting educators to plan and deliver instruction to ELLs more effectively. The scholar's native language (L1) is used in each program as a resource to assist the ELL scholars in understanding the tasks, essential questions, objective, and classroom procedures when all other accommodations have failed in providing assistance. The L1 is used primarily with scholars who have scored a level of beginner according to the LABR or the NYSESLAT.

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?
- Eagle educators take into careful consideration the ELLs' development of T2 through the use of the data accumulated from state and in-house assessments; for example, the English Language Arts Assessment (ELA), Mathematics State Assessment, Mid term Writing Periodic Assessment, NYSESLAT; and educator's daily observations. Content-area educators used reports issued of the ARIS website. As a result of it, an Eagle educator uses different types of scaffolds and accommodations to ensure an appropriate and gradual second language development within their daily instructional delivery. Some of these scaffolds are: the use of graphic organizers, summary of previous lessons, the incorporation of ESL methods within their general education instruction (TPR, LEA, and Language Approach), Smart boards, interactive power point slides, realia (real objects), Accountable talks, oral presentations, visuals, vocabulary protocols, and opportunities for ELLs to work independently in a small group instruction with non-ELLs. At Eagle, we pride ourselves on educating all of our scholars' in a manner in which not only do they excel academically, but one in which they advance in their language development in and not just for the ELLs, solely. We provide a uniformed language/academic enriched instruction in all content areas using the data gathered from different sources both state as well as in-school assessments, teacher-made exams and classroom observations.
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.).

H

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](#).)

At Eagle, newly arrive ELLs (English Language learners) are welcomed to the school by a member of the ESL committee comprised by the ESL instructor, Social Worker, Administrative Secretary, the Dean of Scholar Life, and the Principal. Any member will receive the family and will conduct an oral interview in the family's native language (L1). After the oral interview is completed, the parent or family member will become engaged in answering in writing a Home Language Identification Survey (HLIS), which will be instrumental in initiating the processes of ensuring the scholar is guided in the right direction of whether he could be a candidate for one of the three (3) language instructional program. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. This survey lets school staff know what language you use in your home and if your child is an ELL student. If the HLIS indicates that your child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines your child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish form of the LAB-R. Once the family member has filled the HLIS and has provided answers to questions 1 and 4 indicating that the incoming scholar speaks another language that is not English; the ESL instructor will proceed to administer the LAB-R test.

The language Assessment Battery Revised (LAB-R) serves as a diagnostic to assess the scholars' four language modalities (Listening, Speaking, Reading, and Writing) in English as a second language. Once the scholar has been identified as requiring ESL (English as a Second Language) services and his level of language acquisition has been determined as per the diagnostic, then the school's ELLs committee will proceed in contacting the parents via official letter and phone call to inform them of the language assistance programs available, which their son(s) will be entitled to receive English language instruction. The HLIS, LAB-R, and the oral interview must be completed no longer than the tenth day of scholar's official starting date at the school.

The HLIS could be offered in Spanish if the scholar cannot answer the English version of it. At Eagle the staff speaks only English, except for the ESL Coordinator who speaks Spanish as well. The ESL instructor/Coordinator is the only one who administers the LAB-R to newcomers. The ESL coordinator is certified in ESL K-12 and has been teaching for thirteen years.

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.

The structure placed at The Eagle Academy for Young Men Harlem is one to ensure that there is a parental understanding of the three (3) program choices (Transitional Bilingual, Dual Language, and the Free Standing ESL). In the ELL Parent informational meeting the ESL instructor explains the components of each program and how beneficial each one could be for their son(s). Also, the ESL teacher shows a video to parents which explains the differences between the three programs in details. Moreover, the ESL instructor consults with parents as to providing feedback and next steps which will support parents' decision for their child's future language placement. By mid October, the ESL instructor provides a one day outreach program for ELL parents to assist them in the program selection. The ESL educator who is certified in ESL k-12 presents a power point presentation in which she explains what are the three language assistance programs the DOE offers. In this mini presentation, the educator plots the different forms of language instruction each program provides for their sons. Afterwards, the parents proceed to view a video explaining in detail each of the three language assistance program. In the video parent get the opportunity to see classroom representations of each one and bullet point facts of the strengths of each program. Once the video is viewed in its entirety; the ESL coordinator clarifies any doubt on any of the three programs. Once this section is over, parents are given a form (the school creates one) in which they make their language program selection. Being that this is Eagle's first year in existence, the Network decided that we will have a Freestanding ESL program.

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

The ESL instructor, Ms. Jackeline Andrade based on the previous year's NYSESLAT score report will determine scholar's eligibility for initial or continual ESL services. Ms. Andrade is responsible for generating letters of beginning or continuing ESL services to parents. These letters will be signed by both the principal and the ESL instructor and mailed to the parents residence. The ESL teacher makes copies of the letters, prior to emailing them and keeps it in the scholar's folder. The Parent Distribution Survey is given to the parent or family member by the ESL coordinator or a member of the ESL committee. This person will also be responsible for conducting the interview and filling out the survey in the family's L1, if need it. The original copy of the survey is kept in the scholar's cumulative records and an extra copy the ESL teacher maintains for her records.

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.

The ESL coordinator fills in the ELL placement letters, makes a copy and mails it to the parents and keeps a copy of it for her records. This process is replicated yearly to indicate whether there has been a change or not in scholar's language acquisition. As expressed earlier, the ESL instructor maintains all entitlement letters. Also, according to the changes in language development, the ELLs any updates required the ESL educator will be updating it on ATS no later than 20 days from the starting date.

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.

Prior to the actual NYSESLAT testing time, the ESL committee begins to prepare for the NYSESLAT. Certain members of the team assume the responsibility of gathering the number of scholars that will be tested. We look at the rooms and the times that will be allocated to make sure that on the day of the test scholars have an accommodating place where scholars can perform at their best. The ESL instructor will be the one administering all four parts of the assessment. The speaking portion of the test will be teacher and scholar. Both, ESL instructor and ELL scholar will be in a designated area where the educator will be asking questions in T2 (Target language) to the scholar and he will be responding accordingly in T2, as well. In the Listening session, scholars will be listening to a CD recording and answer multiple choice questions accordingly. For the reading and writing sessions as well as the listening all ESL will be together in a classroom.

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. 
- After reviewing Parent Survey and program selection forms that for the most part in the last few years the trend that I have witness on behalf of the ELL parents is to select the Freestanding English as a Second Language. It can be understood that at Eagle Academy we are aligned to our parent's request of second language instruction.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

he organizational model to be used in our school to assist ELLs is the Self-contained as well as the pull-out and push-in models.

 - a. block
 - b. by grade
 - c. homogeneous/heterogeneous (pull-out)

For grade 6

beginner /intermediate scholars receive 2 units of daily ESL instruction

Advanced scholars receive 1 unit of daily ESL instruction

****One Unit of Study equals 180 minutes per week

Advanced ESL Level student must receive one Unit of Study of Language Arts *** ESL instruction is to be provided in substantially equal daily allotments of instructional time, as required under CR Part 154.2 (e)(1)(ii).

ELA

receive daily 90 minute blocks of instruction

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)?

Besides having block schedules for language acquisition, content-area subjects include ESL strategies within their daily delivery of instruction. The explicit ESL instructional number of minutes delivered by the program in our school (Freestanding)

Beginner- 540 minutes of language instruction per week
 Intermediate- 360 minutes of language instruction per week
 Advance- 180 minutes of language instruction per week

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.

The instructional approaches in the ESL Freestanding model are: TPR, LEA, and CALLA. An example of how each one is implemented is as follows:

Total physical Response (TPR)

This method of instruction is an example of the comprehensive approach to language assistance instruction. Second language is being taught by means of understanding the message and the structure of the language itself. the TPR method is mostly used with the beginner level scholars entering our classrooms. More importantly at Eagle we find the TPR approach to be a fun manner in engaging new comers in acquiring English as a second language. In the ESL classroom, TPR is the vehicle of language instruction not for the beginner level, but with all the other levels of second language acquisition. TPR is an language teaching approach functions on the simple notion that second language can be learned in the same manner that a person acquired his first. Therefore, TPR tries to mimic this process by requiring scholars to respond to commands, which require physical movements. At Eagle Harlem, the TPR is used as set of physical games in which commands are being provided in T2, so it requires scholars to understand what is being said in order to perform the action. One game played which focuses on solely on the methodology of TPR is "Simon Says". This game is

played when teaching the body parts or to give directions. "Charades" is another classic game, this one is best suited when teaching action verbs. Singing of songs, the ELLs love to sing songs just like everybody else, but when adding movement or miming. Singing and movement come natural to children; therefore, at Eagle's ESL classroom we incorporate music and dancing to elicit language performance.

Language Experience Approach (LEA)

This approach is being used with scholars who come into our school with low literacy levels in their native language (L1) and Target Language L2 (English). Within the context of "open learning" instructors at Eagle Harlem use the scholar's existing knowledge and prior experiences to develop higher levels of reading, writing and listening skills. LEA is an approach that promotes literacy skills through personal experiences and oral language. In the ESL classroom at Eagle Harlem, LEA is partially used during the after school tutorial time and within the ESL classroom setting with homogeneous sub-groups of language acquisition. LEA being a diversified approach to teaching it also takes in account the diverse learning styles in second language acquisition. The ESL instructor creates her own materials or brings a little of the constructivist approach in which the learners create his own learning materials. Within the sub-groups all four language modalities are being implemented; therefore, the learning and the teaching are personalized, communicative, and creative. Utilizing this approach in teaching, the teacher uses reading texts from the learner's experiences meeting the ELLs level of complexity and his interests. In order to promote basic writing skills the ESL instructor utilizes the most basic and founding fact of LEA, which is a personal simple transcription of a person's personal learning experience. This is made possible by the teacher constant modeling of writing or teacher can and will use a more proficient scholar to model the writing process. This type of instructional piece begins with an open conversation, which can be encouraged through the viewing of a picture, a discussion of a topic of interest to the learner, or by reading a passage in a text. Once the topic has been discussed or addressed, the transcriber (educator or proficient scholar) will assist the ELL scholar in developing the topic through oral questions regarding the topic to clarify and expand the topic. Afterwards, the transcriber will begin to write as the learner orally shares his view or personal beliefs regarding the topic. The transcriber will write word-for-word of what is being expressed; without any grammar, syntax, or semantic and/or vocabulary correction. This approach has been particularly successful when the ELL scholar feels comfortable in sharing his story with the transcriber being the educator or another scholar, moreover, the relationship between the transcriber and the "storyteller" must be established prior to attempting to use LEA.

Cognitive Academic Language Learning Approach (CALLA)

At Eagle Harlem, CALLA is a language approach being used with scholars who have low levels of literacy in reading and writing. This cognitive model of instruction has been used to assist scholars in understanding and retaining language skills and concepts of the content being taught in the classrooms. At Eagle, we have experienced success in utilizing the CALLA approach with our advanced language level scholars. The goal of CALLA is to assist scholars to learn a second language independently and to become self-regulated as learners by consistently dominating the various strategies of learning in a classroom setting. When utilizing CALLA in the ESL classroom, the teacher values scholar's prior knowledge, experiences in his culture and using this knowledge as they become academically engaged in acquiring a new language. A ration of the constructivist theory is also present in the implementation of this approach in class as it can assist scholars in acquiring a new language.

The ESL instructor provides areas of support through the push in and pull out model. The ESL instructor meets with content area educator in order to understand what skills, standards, and objectives will be addressed in the day's lesson. The ESL instructor prepares a mini lesson, which infuses ESL accommodations in aiding the ELL scholar in understanding the content and acquiring the target language together.

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

At Eagle we ensure that ELLs are appropriately evaluated in their native language through the use of translated assessments into scholar's L1. Scholars are provided with educational materials in both their L1 and L2. Scholars are also presented with bilingual/visual dictionaries which the educators encourage scholars to utilize at all times. Moreover, scholars are permitted to answer questions in their L1, both orally and in writing. When conducting oral presentations, scholars are given the opportunity to present their content in their L1.

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

At Eagle we are constantly evaluating the four language modalities of our ELLs as they are gradually acquiring English as a second language. In the different classroom, educators use a myriad of accommodations to ensure the ELLs language acquisition is being evaluated in the zone of proximal development.

Speaking is evaluated as educators observe their classroom oral daily participation as they ask and answer questions in English. Also, the speaking modality can be assess as the educator is conducting a guided instruction lesson in which s/he is facilitating a small group instruction and is able to listen and have Accountable talks with the ELLs to determine how well are they grasping the spaeking portion of the T2.

Speaking: the ESL educator uses the results of the listening section of the NYSESLAT to create speaking lessons that will assist scholars in reaching the next level of second language acquisition. This modality is assess on a daily basis using in-class resources and/or teacher made tests.

Listening is evaluated in the different classrooms whenever the Eagle educators play a song, an oral story, or an online video or movie in T2 in which the ELLs must listen and understand what is being said to be able to complete a task or several tasks to demonstrate comprehension of what he listens in T2. Thiis modality is assessed through classroom real-life listening situation in the classroom, recordings, and real time one-one-one listening situation.

Listening: The ESL educator uses the results of the listening section of the LAB-R and the NYSESLAT to develop lessons within the ESL minutes of instruction to assist thr ELL scholars to advance to the next level. This modality will be assess on a daly basis in an informal settings.

Reading is evaluated through the level of engagement with the text that ELLs demonstrate by their eagerness to read aloud, to openly connect to the reading, answer questions accurately orally as well as in writing. Also, reading the reading modality is measured as how well can the ELLs utilize the accomodations provided: for example, summaries, graphic organizers, and different strategies such as RADD strategy to be able to show mastery of the text. Finally, and ELL having the confidence and ability to share his ideas about a reading within a small group or in a class solely in T2, not only does it serve as an activity to evaluate reading comprehension, but speaking and listening modalities.

Reading & Writing: The ESL instructor utilizes the data from the LAB-R, NYSESLAT, ELA, and the Periodic District Writing Assessments to generate classroom instruction that will assist scholars in advancing in their writing and reading skills. These modalitiess are evaluated on a daily and a weekly level.

Writing is evaluated in every classroom because literacy development is part of every class curriculum; therefore, ELLs must write in complete sentences to demonstrate task completion, writing skill development, and to express their personal opinions.

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).
 - a. No SIFE scholars.
 - b. Newcomers receive their mandated 3 periods of daily ESL instruction through the use of the sheltered Englisg approach.
 - c. 4-6 year ELLs receive instruction to acquire English as a second languagfe fostered by the Sheltered English Approach and SLOP methods of content instruction.
 - d. Long Term ELLs will continue recieng second language instruction through a myriad of different second language acquisition and/or approaches to support the second language aquisirion as well as learning the subject content.
 - e. Former ELLs will continue to receive ESL support within their core content areas as the ELL instructor continues to monitor his academic progress to provide accomadations if needed. Scholar will still receive extended time and the use of a dictionary to use in te state or teracher-made assessment.

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?

Educators at Eagle utilize a plethora of instructional strategies to assist scholars in building upon previous knowledge to assist with the acquisition of new information together with the transferring of knowledge from one language to the next. The educators rely on programs like Holt Mc Dougall, Boardworks, and teacher developed curriculums to ensure scholars receive instruction that fosters both, academic content and fosters second language acquisition. The technology being used to assist the ELLs consist of the use of Smartboard presentation, on line clips of documentaries and movies, IPAD, and access to the Internet. Since the ESL instructor only has one ELL with an IEP the instruction for the young man is ensured to follow the IEP modifications to ensure that his academic and social needs are being met in conjunction with his second language acquisition needs.

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?

The School curricular has been created to meet the ELLs' academic and social needs according to what it is stipulated on the IEP. The daily instruction is one that fortifies academic rigor with sufficient scaffolding provided. The scheduling and flexibility allows scholars to meet the necessary time required to achieve academic success as well as second language acquisition.

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

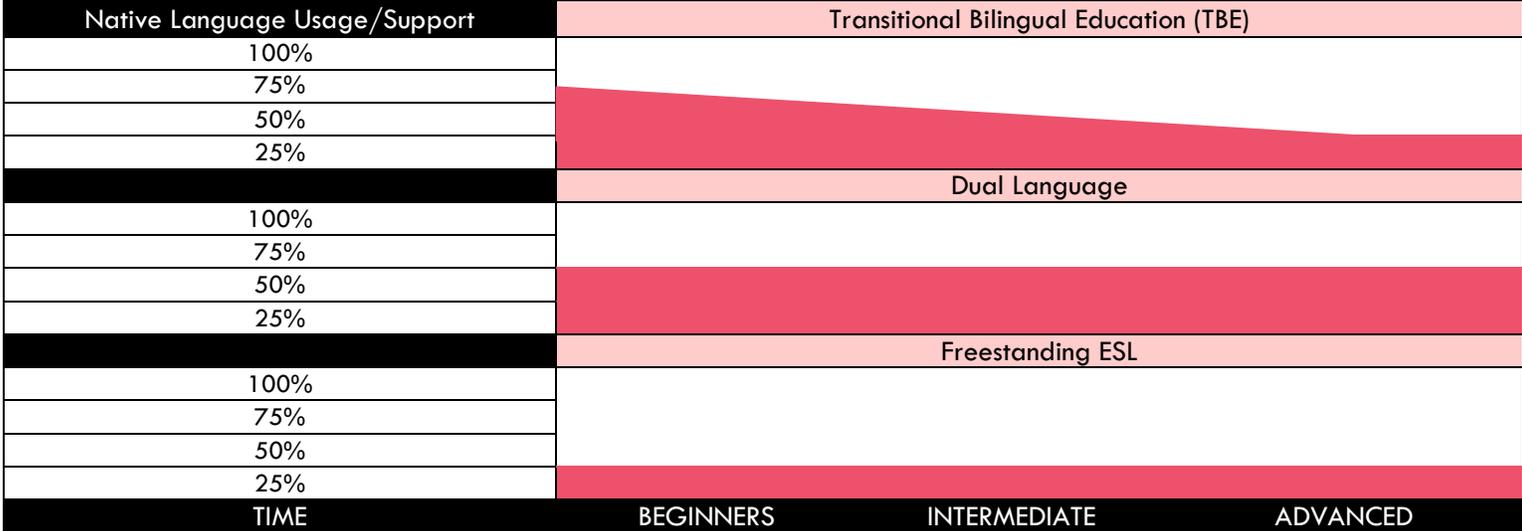
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.

At Eagle we target every single ELL in ELA and MATH. In targeting these scholars we focus on providing the accommodations required as per their NYSESLAT results to ensure that they are meeting the class' learning targets as they advance in the acquisition of the target language (English), and as they meet the the Common Core Standards.

Data: As per 2012-13 NYSESLAT all ELLs at Eagle Harlem scored an overall of Advanced, except for one scholar who score beginner.

ELA/Humanities

the Humanities/ELA educators uses the Holt MacDugall Literature Sixth Grade reading series in the humanities/ELA class. The educator provides intervention for the ELLs using the supplementary materials in the reading series targeted specifically for ELLs. Some of the interventions provided by the educator are:

graphic organizer usage
reading strategies (RADD, Context Clues, and identifying Main Idea)
small group instruction
added literature reflecting scholar' cultural background and in scholar's L1
Accountable Talk
strategic sitting
academic grouping

MATH

small group instruction
mini lessons
paralell teaching
strategic sitting
academic grouping

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

In the Freestanding ESL Model teachers are sensible to the scholar's L1 and culture which allows them to acquire English systematically and to move cumulatively from the concrete to the abstract levels of English language in a sparingly manner. Power point presentations are useful because the instruction can present important information in bullet points rather than an entire text. Also, we support the four language modalities through the use of the program Achieving through the NYSESLAT, which will assist ELL scholars in providing guided practices of the skills they will be tested in.

The assessments being utilized to describe the effectiveness of the current program and to show how the needs of the ELLs are being met are a mix of informal assessments; for example, teacher class observations, teacher made asesments, teacher-scholar class interections, projects, teacher-scholar conference and oral presentations. Another form of evaluation will be state assessments; for example, the ELA and the NYSESLAT. The ESL scholars are evaluated informally on a daily and weekly basis.

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

Being that this is our first year open to the public, we will strategically view the programs that function in an effective manner as oppose to those who failed. It can be suggested that a "house cleaning approach" will be implemented as we look toward the future, thus eliminating what did not work and focusing on improving what is presently functioning.

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

N/A

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

At Eagle are curriculum is comprise of Humanities/Literacy and Sixth Grade Math. In the Humanities and Sixth grade Math curriculum is made of a 90 minute daily block in which scholars are engaged in a plethora of academic/language activities; in which scholars are grouped differently according to the data obtained by the informal/formal assessments. Both, content and ESL educators work cooperatively in a team teaching approach in which the ESL instructor creates mini lessons to assist ELL scholars achieve the academic content as they acquire the target language, English. The ELLs at Eagle have equal access to all school and after school program. Immediately after school on Monday through Friday. We offer tutoring for all content area by their classroom teachers. The tutoring is comprise of small group instruction, focusing on scholars' area of need. The homework help is provided to assist the scholars in completing it. After homework is completed a mini lessons in small group instruction will be conducted to further provide assistance in areas scholars require or need assistance. During this time the ELLs also receive NYSESLAT practice exercises.

Besides academic tutoring, some of the programs being offered afterschool are social-related activities. The activities are: drumming, stepping, arts & crafts, and Running. These programs are comprise most of physical activities in which scholars are working together to understand and master a craft. The ELLs benefit greatly from these afterschool activities by being provided with the opportunity of using BICS (informal language) in a non-threatening environment.

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

In the ELA/Humanities classroom the educator utilizes the supplementary materials for ELLs from the Holt McDugall Series. This resource provides a plethora of summaries of different stories, the stories, vocabulary practices using cloze exercises, study of affixes, and different graphic organizers to assist the ELL scholar in assimilating the word into his everyday vocabulary. Also in these vocabulary practices are in scholar's L1 and include visually stimulating power point slides, which assist ELLs with the engagement in the skill and provides sufficient scaffolds to assist ELLs in acquiring both language and content. Besides the resources all being online the educator uses a Smartboard program called Boardworks, which is comprise of different PPT besides being colorful and eye catching are completely interactive.

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

At Eagle the native language is supported in the ESL program by translating big ideas and questions in order to assist scholars with ful comprehension of the concept under study. Also, Bilingual dictionaries are used to ensure scholars are able to trnalate terms in to their L1 to have complete understanding of it. We use the Internet to assist ELLs by uploading tranlated web pages and finally we provide books in T2 as well as in scholar's L1.

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

At Eagle the required services are age appropriate; for example, the readings utilized in class in which the characters mirror similar qualities as the scholars. Also, in the ESL classroom one will find readings, songs, and language and assisted language games which are bith age and grade level appropriate.

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.

The Summer Bridge program was designed to ensure that our incoming scholars learns the rituals and the routine of the school. Ensure tha tEagle educators have the opportunity to run pre-assessment/ baseline assessment and to foster community amongst the

young men and their teachers.

18. What language electives are offered to ELLs?

English

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.

At Eagle, Professional Development takes place every Friday in for an hour and it focuses solely on academics and what does academic classroom engagement look and/or should be. The PD is offered by an administrator or the Grade Team Leader. All subject-content area educators participate in our PDs. At the time we do not have a Paraprofessional or Guidance Counselor. Our school secretary and the does not participate in the PDs.

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?

At Eagle, parents contribute insights and knowledge that complement the professional skills of schools' staffs in ways that strengthen academic and social programs. Parents at Eagle. At Eagle, parents become involve in-school and afterschool activities serving as liaison for other parents. The Parents participate in activities that have to do with advocating for scholars and parents. They also serve as members of different academic and school-wide community groups; also, they are part of the school's decision-making team. At the time, we do not have any specific forms or surveys; we do have the HLIS. The HLIS is initiated and completed by the ESL Coordinator or any member of the Bilingual/ESL team. The Parent Coordinator's responsibilities is to serve as a liaison to the parents and the parent coordinator assist the ELL coordinator in assiting the ELL parents.

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.

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Part VI: LAP Assurances

School Name: The Eagle Academy Harlem

School DBN: 05x148

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mahaliel Bethea	Principal		1/1/01
	Assistant Principal		1/1/01
Nathaneal Deverteuil	Parent Coordinator		1/1/01
Jackeline Andrade	ESL Teacher		1/1/01
Tracy Shaw	Parent		1/1/01
Lakia Washington	Teacher/Subject Area		1/1/01
Barbin Ramos	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01