

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

09x231

School Name:

THE EAGLE ACADEMY FOR YOUNG MEN

Principal:

MR. JONATHAN FOY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Secondary School Number (DBN): 09x231
School Type: Public/All-Boys Grades Served: 6-12
School Address: 4143 Third Avenue Bronx, NY 10457
Phone Number: 718-466-8000 Fax: 718-466-8090
School Contact Person: Mr. Jonathan Foy Email Address: Jfoy2@schools.nyc.gov
Principal: Jonathan Foy
UFT Chapter Leader: Ms. Ericka Richburg
Parents' Association President: Ms. Shanta Brown
SLT Chairperson: Ms. Shanta Brown
Student Representative(s): Miguel Perez

District Information

District: 09 Superintendent: Ms. Carron Staple
Superintendent's Office Address: 1 Fordham Plaza Bronx, NY 10458
Superintendent's Email Address: CStaple@schools.nyc.gov
Phone Number: 718 741-3157 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 04 Cluster Leader: Christopher Groll
Network Number: 02 Network Leader: Christina Jimenez

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jonathan Foy	*Principal or Designee	
Ericka Richburg	*UFT Chapter Leader or Designee	
Shantae Brown	*PA/PTA President or Designated Co-President	
Yvette Crespo	DC 37 Representative, if applicable	
Miguel Perez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gladys Ward	Member/ parent	
Carmel Macklin	Member/ teacher	
Carmelo Batista	Member/student	
Robin Jackson	Member/parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

In its eleventh year, The Eagle Academy For Young Men continues to make strides in improving the educational outcomes for our scholars. The Eagle mission to develop young men committed to the pursuit of academic excellence, strong character, and responsible leadership is shared by all of the six all-boy Eagle Academy schools (one in each New York City borough, and one in Newark, New Jersey) Eagle Bronx works to provide our boys with the educational opportunities, socio-emotional supports and learning experiences that they may not have gotten had they entered a more traditional NYCDOE public school. With 100% of our resources directed and invested in young men, Eagle has been at the forefront of the conversation regarding the plight of males of color who have historically struggled to graduate from high school. In 2012, when former Mayor Michael Bloomberg announced the Expanded Success Initiative to address this target population, Eagle had already been addressing these students' needs—both inside and outside of the classroom—for almost nine years. In our second year as a full 6th-12th grade school, we are further strengthening our ability to address our students' academic and socio-emotional needs at an earlier age. We are proud that twenty of our eighth graders entered the ninth grade having passed the Algebra Regents, with 35% of them meeting or exceeding the college readiness threshold for mathematics. In addition, eighteen eighth graders passed the Living Environment Regents. We expect our current eighth graders to perform better this year!

Eagle's mission is carried out not just by a dedicated faculty and staff, but is also enhanced by support from The Eagle Academy Foundation, The One-Hundred Black Men in Law Enforcement, the College-Bound Initiative program, and BELL Learners. With such support we are able to provide our young men with additional programs and opportunities that serve our students and families and also provide unique learning experiences for them. Our Mentoring program, advisory programs, such as "BROS" (Building Outstanding and Resilient Scholars) and Sankofa, along with a robust offering of MSQI enrichment and academic programs, enable our students to complement their academic demands with much-needed support and guidance. We are proud of how many families come to us looking for answers to help support them in their efforts to raise and guide strong and capable young men.

Aside from these programs, we further engage our students in the "Eagle experience" by dividing the student body into four distinct houses. We ramped up our student accountability by having each student earn merits (or demerits) to hold them more accountable for their academic performance, their learning outcomes and their conduct. At Eagle, we want our scholars to demonstrate "C.L.E.A.R" (Confidence, Leadership, Effort, Academic Excellence and Resilience). "Be CLEAR" is our motto. Our daily morning town hall meetings with the students provide them with a space and time to get ready for their classes, prepare for their classes and to discuss the issues of the day. Our rites of passage and rituals (Daily Libation and recitation of *Invictus* in Town Hall, Senior Blazer Convocation Ceremony, Grade-Level Retreats, House competitions, grade-specific ties that students wear as part of their uniforms) are pillars of the Eagle culture. We like to say that our school culture is reinforced by our academic program, and our students' learning outcomes are bolstered by the strength of our school culture. Our high expectations permeate the entire school and Eagle community, as we constantly develop new ways and strategies to improve our students' academic performance, all the while making sure that our boys do not simply "go to Eagle," but that they are true "EAGLES!"

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to School Quality Snapshot, although Eagle’s Mathematics Weighted Regents Pass Rate (59%) for the Peer Group is “Meeting the Target,” it is only “Approaching the Target,” with a 49% rate for the City metric. With the phase-out of the Integrated Algebra Regents, Eagle must improve the quality of mathematics instruction in order to increase student pass rates on the Integrated Algebra Regents exams and the Common Core Algebra Regents.

1. One or two dedicated Math teachers who can provide target population with before and after school tutoring, as well as on Saturdays.
2. Math teachers receiving continuous instructional support from Math consultant and Eagle Assistant Principal.

Part 2 – Annual Goal

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

70% of 8th Grade and 9th Grade students that take the CCLS Algebra Exam will pass with a score of 65% or higher by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
1. Strategic grouping in Integrated Algebra classes for 8 th and 9 th grade students Regents Prep, Tutoring AM and PM, and on Saturdays	8 th and 9 th grade students in Algebra classes	9/2014-6/2015	Math teachers (Ms. Forte & Mr. Bazan)
2. Coaching sessions with teachers to support deepening student content knowledge and computational literacy	Math Teachers	9/2014-6/2015	Math consultant (Ms. Burgunder) Eagle Assistant Principal (Ms. Fullerton)

Students and parents agreed that students would either report for extra math classes or the tutoring sessions on Saturdays		11/2014-6/2015	Math teachers (Ms. Forte & Mr. Bazan Eagle Assistant Principal (Ms. Fullerton)

Part 4 – Resources Needed

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

Assistant Principal, Math teachers, Math Consultant from Metamorphosis Inc., Per session hours, additional teaching periods, tutoring sessions, textbooks, review books, Professional Development for teachers and Assistant Principal

Part 5 – Budget and Resource Alignment

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

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

Per session

Part 6 – Progress Monitoring

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

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

Results of January Algebra Regents will serve as evidence of goal attainment, but students will complete mock exam results by end of December 2014. Teachers will generate progress reports to track progress and project Regents scores.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Since a large component of the Eagle mission is to produce young men with strong character, we are focusing more on recognizing positive student behaviors and academic achievements by tracking each student’s “merit/demerit” total. Leveraging aspects of our strong school culture (House competitions, rituals and rites of passage), our Scholar Life officers will track each student’s positive contributions to Eagle and their negative behaviors which result in demerits. By using this system, Eagle aims to enhance our already strong school culture with more incentives and rewards for students, while also minimizing the influence and impact of negative student behaviors.

Part 2 – Annual Goal

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

Eagle’s Merit/Demerit system will reduce the number of negative behaviors of our students and also increase student accountability, resulting in better student performance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Scholar Life Officers maintain and track student merits and demerits using a Google doc that is updated each day. All staff members may recommend awarding merits/demerits based on student performance and behavior, while all students can earn merits for specific actions, most notably those that demonstrate “CLEAR.”	All Eagle Students	9/2014-6/2015	Scholar Life Officers; Admin Team

Part 4 – Resources Needed

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

Google Doc with student enrollment information; Skedula anecdotal system for reporting merits/demerits; Scholar Life officers must track the merits/demerits, but all Eagle educators contribute to supporting the merit/demerit system. Provide time for Scholar Life officers to record and track merits/demerits and use Town Hall time to announce awarding of merits.

Part 5 – Budget and Resource Alignment

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

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

Some monies may be allocated (ESI Grant) for educational trips, events and awards for students who have the most Merits at the end of each month.

Part 6 – Progress Monitoring

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

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

Weekly reviews of the students’ merit totals will allow educators to determine any correlation between a student’s merit total and his academic performance. With the end of the Fall Term as a mid-point benchmark, Eagle educators can target specific students for more individualized academic and socio-emotional support throughout the Fall term, specifically at the end of each marking period. Guidance department members and grade teams will review the merit totals of students to determine how best to address their negative behaviors and the impact on academic performance.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

2013-2014 Learning Environment Survey reports that 24% of the teachers disagreed (and 4% strongly disagreed) that school leaders provided time for collaboration among teachers. In addition, although professional period time was used by a majority of the teachers to be on grade teams, the teams did not maximize their time together. Content-specific departments did not have enough time to meet as departments, with 29% of the teachers responding to the 2013-2014 LES indicating that needed more content-specific support in their subject areas. Although the responses to the LES survey were supportive of current Eagle structures and professional development opportunities, Eagle is focusing on using the Monday PD time and the Tuesday “Other Professional Work session” time to increase collaboration among teachers in grade teams and in their departments.

Part 2 – Annual Goal

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

Teachers’ satisfaction with collaborating (as grade teams and as departments) increases as measured by the 2014-2015 Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Focused Grade Team Meeting days, periods and topics (i.e. Tuesdays meetings are “Kid Talk” and run by the assigned guidance counselors, Wednesdays and Fridays are focused on sharing Instructional practices, particularly with teachers assigned to ICT classes.	Teachers and Guidance Counselors on Grade Teams	9/2014 through 6/2015 with weekly and monthly check ins	Teacher Grade-Team Leaders; Eagle Admin Team members sit in on Grade Team meetings at least once a week
Grade Teams and Departments create and follow meeting agendas that they generate and use to guide their practice.	Teachers on Grade Teams	9/2014 through 6/2015	Grade Team Leaders and Admin Team

			members
Grade Teams use scholarship data and student progress reports to determine the impact of their collaboration and the change in student learning outcomes	Grade Team Members and their respective students they are teaching	9/2014 through 6/2015	Grade Team Leaders and Admin Team members
Grade Teams use Parent Engagement session time on Tuesdays to engage parents, meet with them or update them regarding their sons' progress.	Grade Team members and parents	9/2014 through 6/2015	Grade Team Leaders and Eagle Admin Team

Part 4 – Resources Needed

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

Common Planning Time and Space for Teachers to meet each day; teachers using and sharing their instructional “best practices” to improve student outcomes; using Monday Professional Development sessions (when necessary) and Tuesday Professional Work sessions to continue Grade Team meeting work.

Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
If these activities occur during the work day and during Monday’s and Tuesday’s Professional Work sessions, then no extra time or per session will be necessary.									

Part 6 – Progress Monitoring

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

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

Grade Teams and Admin Team members should monitor their progress and student progress by reviewing progress reports in Skedula, Scholarship Reports at the end of each marking period and the Fall and Spring Terms. Admin Team members will review the agendas and minutes of grade team meetings to determine the quality of the deliverables and actions resulting from grade team work. The midpoint benchmark would be the Final Grades from the Fall Term. Although teachers will be completing their Learning Environment Surveys in January, the official results will not be known until later in the Spring Term. However, administrators can determine the effectiveness of the grade teams and record this information as part of Domain 4 ratings in the Advance rating system.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The Measure of Teacher Performance (MoTP) results in Advance from the 2013-2014 indicate that teachers need more time and resources to prepare and plan effectively. In addition, 18% of teachers reported in the 2013-2014 Learning Environment Survey that they did not receive sustained and coherently focused professional development experiences. In addition, 29% of the teachers responding to the survey indicated that the professional development experiences did not provide them with enough content support in their content area. Professional Development sessions will mainly focus on Student Engagement, Questioning, and Assessment, since these areas were are opportunities for growth (based upon the MoTP results in Advance for the 2013-2014 school year.

Eagle has an effective and dedicated Administrative Team and cohort of teachers (who are in administrative/leadership programs and who want their capacities developed in different areas) who can design more effective and relevant professional development opportunities for the staff, especially with the “built-in” PD time on Mondays and Professional Work time on Tuesdays. These actions should bolster the monthly Department Chair meetings and allow those teachers in administrative/leadership programs to look more globally at the school’s Professional Development offerings, and our students’ and teachers’ needs.

Part 2 – Annual Goal

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

Eagle will engage Eagle’s core of teachers in administrative/leadership programs in the development of more meaningful and relevant Professional Development sessions. Evidence of goal attainment will be indicated on the Learning Environment Survey results and the School Quality snapshots focusing on teacher’s beliefs about Eagle Professional Development offerings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			

Develop specific Professional Development sessions/cycles based on the results of our MoTP in Advance from last year.	Teachers	9/2014-6/2015	Admin Team; Teachers, Department Chairs
Provide Department Chairs with readings on topics covered in Professional Development sessions. (For example, Formative and Summative Assessments [Assessment for Learning by Stiggins and Formative Assessment: Examples of Practice by Wylie]) that drive the discussions and Department meeting activities.	Department Chairs	9/2014-6/2015	Department Chairs turnkey information and strategies to teachers in their departments
The Special Education Department will meet each week to implement strategies presented during Professional Development sessions throughout the year.	Special Education teachers	9/2014-6/2015	Special Education Teachers; Admin Teams
Charging Department Chairs and teachers in Administrative/Leadership programs to turnkey Professional Development resources and materials, as well as having them attend relevant PD workshops (such as monthly Lead Teacher meetings hosted by our CFN, CFN 402	Department Chairs; Teachers in Leadership Programs	9/2014-6/2015	Admin Team; Department Chairs

Part 4 – Resources Needed

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

Per Session to pay Department Chairs to meet once a month after Tuesday's Professional Work Session times. Utilizing Monday Professional Development times each week;

Part 5 – Budget and Resource Alignment

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

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

May necessitate the purchase of educational literature and resources.

Part 6 – Progress Monitoring

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

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

Throughout the school year every other week, Admin Team reviews teacher ratings in Advance system in appropriate domains to determine the progress of teachers in utilizing effective strategies regarding questioning, student engagement and assessment. Department Chairs use Department meeting time to determine quality of the deliverables that impact student learning outcomes. While the end of the Fall Term serves as a reasonable mid-point break, the Admin Team evaluates the effectiveness of the Department Chair meetings and the Professional Development cycles, receiving feedback from teachers.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

While the 2013-2014 Learning Environment Survey results indicate that over 95% of the parent respondents are satisfied with the education that their sons received, we aim to improve the type of engagement that our parents have with our teachers and with the school as a whole. Too often, the type of engagement that some parents have with Eagle hinges on their sons’ negative behaviors or focus on his misbehaviors. We want to make our Parent Engagement sessions more relevant and provide parents with greater insights regarding their sons learning, areas for growth and areas of need. While we hope to increase our outreach with our Eagle parents, we know that Eagle parents can also serve and volunteer within Eagle to help support our goals and mission. Parent Teacher conference time should not be the main times that we see parents enter our school to connect with our staff.

Part 2 – Annual Goal

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

20% of Eagle parents will volunteer at least 20 hours of service at Eagle during the 2014-2015 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
The Parent Coordinator schedules Parent meetings every other month that incorporate grade-team “breakout rooms” for parents to discuss issues specific with teachers on their sons’ grade teams. In addition, the Parent Coordinator engages parents in Eagle events and campaigns, in conjunction with the Parent Association, which enable parents to become more invested in Eagle and the day-to-day operation of the school.	Eagle Parents & teachers on Grade Teams	PA meetings every other month	Parent Coordinator & Admin Team

The Parent Coordinator will create a volunteer tracking log to determine the type and amount of parental volunteering for this school year. This information will be publicized at PA meetings, in a showcase in the Main Lobby of the school and updated regularly to account for their volunteer service.	Parents	9/2014-6/2015	Parent Coordinator & Director of Enrollment

Part 4 – Resources Needed

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

Parent Coordinator, Parent Association, Eagle Director of Enrollment, PA meetings every other month on Saturdays

Part 5 – Budget and Resource Alignment

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

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

Utilize parent involvement funding for events and incentives/prizes for parent participation and volunteering.

Part 6 – Progress Monitoring

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

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

Each month, the Parent Coordinator works with the PA to calculate the number of service hours earned by parents. The Parent Coordinator will produce a report detailing the types and amount of hours of volunteering that is occurring at Eagle. After the Fall term, the Parent Coordinator and Admin Team will discuss the strategies to improve parent engagement throughout the school year and to increase the impetus for parents to volunteer.

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Scholars who demonstrate low mastery ability or are identified as “at risk” are enrolled to reduce to potential of failing.	Review concepts taught on ELA Regents	Tutoring	Before and after school as well as on select Saturdays
Mathematics	Scholars who demonstrate low mastery ability or are identified as “at risk” are enrolled to reduce to potential of failing.	Review of concepts taught on Math Regents	Tutoring	Before and after school as well as on select Saturdays
Science	Scholars who demonstrate low mastery ability or are identified as “at risk” are enrolled to reduce to potential of failing.	Review concepts taught on Living Environment or Earth Science Regents	Tutoring	Before and after school as well as on select Saturdays
Social Studies	Scholars who demonstrate low mastery ability or are identified as “at risk” are enrolled to reduce to potential of failing.	Review concepts taught on Living Environment or Earth Science Regents	Tutoring	Before and after school as well as on select Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with Mandated Counseling; Students identified by Guidance Counselors/Social Worker	Small group and one-on-one counseling sessions	Small group and one-on-one counseling sessions	Before and after school as well as during the school day.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
In an effort to ensure all teachers are highly qualified, teachers are recruited based on the needs of the school. Teachers are also provided professional development by trained consultants and administration at the school. Teachers are also encouraged to continuously improve their P. D and share knowledge with colleagues

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We have a Professional Development plan that is designed to meet the needs of all teachers and students in developing lesson plans and unit plans designed with Common Core Standards from grades 6-12. Our math consultant meets with grades 6-12 math teachers to develop classroom practices that incorporate the strategies necessary for students to master the math thinking necessary to meet the Common Core expectations. High school vertical teams meet to plan and develop units of study that are Common Core aligned as high school students prepare to take their New York State exams in January 2015, if necessary, and June 2015.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$454,054	X	8, 9, 12, 15,17, 18
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	3,551,880	X	8,9,12, 15, 17, 18

¹**Explanation/Background:**

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

1. providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

1. actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
2. engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
3. ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
4. 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;
5. maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
6. 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;
7. 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;
8. 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;
9. 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;
10. translate all critical school documents and provide interpretation during meetings and events as needed;
11. conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

1. holding an annual Title I Parent Curriculum Conference;
2. hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
3. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
4. supporting or hosting Family Day events and Curriculum nights to better engage parents;
5. establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
6. encouraging more parents to become trained school volunteers;
7. providing written and verbal progress reports that are periodically given to keep parents informed of their

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

School-Parent Compact (SPC) Template

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

1. 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:

1. using academic learning time efficiently;
2. respecting cultural, racial and ethnic differences;
3. implementing a curriculum aligned to the Common Core State Learning Standards;
4. offering high quality instruction in all content areas;
5. 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:

1. conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
2. 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;
3. 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;
4. 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;
5. 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;
6. involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
7. providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
8. 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:

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

Provide general support to parents by:

1. creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
2. 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);
3. sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
4. supporting parental involvement activities as requested by parents;
5. 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;
6. 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;

7. Parent/Guardian Responsibilities:

1. 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;
2. 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;
3. check and assist my child in completing homework tasks, when necessary;
4. read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
5. set limits to the amount of time my child watches television or plays video games;
6. promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
7. encourage my child to follow school rules and regulations and discuss this Compact with my child;
8. volunteer in my child's school or assist from my home as time permits;
9. participate, as appropriate, in the decisions relating to my child's education;
10. 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;
11. respond to surveys, feedback forms and notices when requested;
12. become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
13. 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;

14. take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
15. share responsibility for the improved academic achievement of my child;

16. Student Responsibilities:

1. attend school regularly and arrive on time;
2. complete my homework and submit all assignments on time;
3. follow the school rules and be responsible for my actions;
4. show respect for myself, other people and property;
5. try to resolve disagreements or conflicts peacefully;
6. always try my best to learn.
7. Be an Eagle, not just go to Eagle.

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

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 Jonathan Foy	Assistant Principal Stephen Mathur
Coach type here	Coach type here
ESL Teacher Judy Chao	Guidance Counselor Annette VanTull
Teacher/Subject Area Diana Austin/ESL & French	Parent type here
Teacher/Subject Area type here	Parent Coordinator Denise Browne
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	647	Total number of ELLs	25	ELLs as share of total student population (%)	3.86%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Discrete ESL class										1	1	1	1	4
Pull-out							2	2	2					6
Total	0	0	0	0	0	0	2	2	2	1	1	1	1	10

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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
Dual Language										0
ESL	10			7			8			25

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	10	0	0	7	0	0	8	0	0	25
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
Spanish														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	3	3	8	1	1		20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2			1		1		4
TOTAL	0	0	0	0	0	0	6	3	3	9	1	3	0	25

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	0	1	0				1
Intermediate(I)							1	2	0	3				6
Advanced (A)							5	1	2	6	2	2	0	18
Total	0	0	0	0	0	0	6	3	3	9	2	2	0	25

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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	3		0	
Integrated Algebra	2		0	
Geometry	0		0	
Algebra 2/Trigonometry	1		1	
Math _____	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	8		0	
Physics	0		0	
Global History and Geography	2		0	
US History and Government	7		0	
Foreign Language	0		0	
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school does not use any of the listed assessments to assess the early literacy skills of our ELLs. The majority of our ELLs exhibit Intermediate to Advanced level literacy as evidenced by their NYSESLAT scores in the reading/writing modalities.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our ELLs exhibit higher communicative language ability than literacy/academic language ability in all grades as evidenced by their NYSESLAT scores in the listening/speaking modalities compared to the reading/writing modalities.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The patterns across NYSESLAT modalities indicate that instruction in our ESL classes needs to focus on literacy and building academic language and vocabulary in order for our ELLs to progress annually. Given the number of ELLs that we currently have, we do not qualify for Title III funding.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. At this time, our school only has a Freestanding ESL Program. See #2. In general, our ELLs are opting to take tests in English even when a native language version is provided. Most of our ELLs possess communicative language ability in their native language but are not necessarily literate in their native language. Given this, there is not enough data to compare how they are faring in tests in English as compared to their native language.
- b. The results of the ELL Periodic Assessments are used to gauge whether or not students are on target in developing their modalities at the time of the assessment and moving toward making annual progress through the NYSESLAT.
- c. The Periodic Assessments have shown that students are generally on target in developing their modalities at the time of the assessment.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
Our school does not serve Grades K-5.
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions as evidenced by the development of academic language and vocabulary across all content areas. Opportunities to function in all modalities are also provided in classes across all content areas.
7. For dual language programs, answer the following:
- 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?
- Our school does not currently have a Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our programs for ELLs is evaluated by analyzing data from the NYSESLAT for all grades; analyzing data from the NYS ELA, Math, and Science tests for Grades 6-8; and analyzing data from NYS Regents Examinations for Grades 9-12. Students are expected to increase a level on the NYSESLAT at minimum and to pass the NYS tests and examinations that they attempt.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new student who may be an ELL enrolls in our school, the HLIS is administered by either the Assistant Principal, Stephen Mathur, or the certified ESL teacher, Judy Chao, in English and the family's preferred language. The LAB-R is then administered in the appropriate language, if necessary, and the results determine whether or not the student is entitled to an ELL program.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Within the first weeks of school when the ELL student population has been determined, the certified ESL teacher, Judy Chao, conducts outreach via letters and telephone calls to ELL parents for a Parent Orientation. At the Parent Orientation, the three program choices are outlined and discussed in the Entitlement letters, the Parent Orientation video, and brochures that are available. The Entitlement letters, Parent Orientation video, and brochures are all provided in both English and the parents' preferred language. A translator for the parents' preferred language is available and an integral part of the Parent Orientation.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters are distributed in person to parents attending the Parent Orientation. Parent Survey and Program Selection forms are also distributed and completed in person at the Parent Orientation. Parents who miss the orientation are mailed their Entitlement letters and Parent Survey and Program Selection forms in a follow-up mailing. Parent Survey and Program Selection forms are secured/stored in the classroom of the certified ESL teacher, Judy Chao.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Because a Freestanding ESL Program is the only program currently offered at our school, ELL parents are informed of this in the Entitlement letter and at the Parent Orientation. Parents are also informed of their right to transfer their child to another school that has their program of preference, if they so desire. The translator and translated materials help to communicate this message to parents.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The steps taken to administer the NYSESLAT to all ELLs each year include setting up a timetable and schedule for administering the different modalities within their testing windows, involving and training other certified teachers and staff to assist with the administration of the different modalities, ensuring that the testing environment meets NYS requirements, and providing sufficient make-up testing opportunities.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
The trend in the program choices that parents have requested on the Parent Survey and Program Selection forms in the past few years shows that the majority of parents prefer a Freestanding ESL Program as their first choice. This year, all parents who returned the form selected a Freestanding ESL Program. In the past two years, all parents except for one who returned the form preferred a Freestanding ESL Program as their first choice; the one exception preferred a Transitional Bilingual Program. The program model currently offered at our school aligns with parent requests as we offer a Freestanding ESL Program. Should the ELL population grow and parent requests and preferences change, our school will employ the appropriate staff to offer alternative, preferred program models.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Instruction is delivered in the following organizational models: Pull-out for Grades 6-8 and Discrete ESL classes for Grades 9-12.
 - b. Instruction is delivered in the following program models: by grade and heterogeneous in one class for each of the Grades 6-8 and ungraded and heterogeneous in one class for Grades 9-12.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 - a. For Grade 6, the one Intermediate level student meets with the certified ESL teacher, Judy Chao, for a double period every day, totaling 460 minutes per week, and the five Advanced level students meet with the certified ESL teacher for one period every day, totaling 230 minutes per week, and are programmed for ELA one period every day as well, totaling 230 minutes per week. For Grade 7, the two Intermediate level students meet with the ESL teacher-in-training, Diana Austin, for a double period every day, totaling 460 minutes per week, and the one Advanced level student meets with the ESL teacher-in-training for one period every day, totaling 230 minutes per week, and is programmed for ELA one period every day as well, totaling 230 minutes per week. For Grade 8, the one Beginner level student meets with the certified ESL teacher, Judy Chao, for a double period every day, totaling 460 minutes per week, and the two Advanced level students meet with the certified ESL teacher for one period every day, totaling 230 minutes per week, and are programmed for ELA one period every day as well, totaling 230 minutes per week. For Grades 9-12, two of the Intermediate level students meet with the certified ESL teacher, Judy Chao, for a double period every day, totaling 460 minutes per week, the nine Advanced level students meet with the certified ESL teacher for one period every day, totaling 230 minutes per week, and one of the Intermediate level students meets with the certified ESL teacher for one period every day, totaling 230 minutes per week. We are currently working on programming this last Intermediate level High School student for at least another three periods per week with the certified ESL teacher, totaling at least another 138 minutes per week to reach the mandated 360 minutes per week. We are also working on programming an Intermediate level High School student who is not currently meeting with the certified ESL teacher. In addition, we are trying to retrieve missing ATS data to properly program three new admits from the 2012-2013 school year who had been administered both the LAB-R and the NYSESLAT.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

Our ELLs are all functional in English and can complete assessments in English. They generally opt to take tests in English even when

a native language version is provided. Most of our ELLs possess communicative language ability in their native language but are not necessarily literate enough in their native language to be able to complete assessments.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ELLs are appropriately evaluated in all four modalities of English acquisition through the ELL Periodic Assessment as well as listening, speaking, reading, and writing tasks in daily and unit assessments in their ESL and content area classes.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction is differentiated for the following ELL subgroups in our school: newcomers, ELLs receiving service 4 to 6 years, long-term ELLs, and former ELLs. For newcomers, the instructional plan includes a focus on vocabulary development and understanding English sentence structure as well as building literacy and test preparation in English to enable newcomers to meet the ELA testing requirements of NCLB. For ELLs receiving service 4 to 6 years, the instructional plan includes a focus on building academic language and elevating literacy skills through the reading and analysis of various types of text as well as honing in on writing skills. For long-term ELLs, the instructional plan also includes a focus on academic language and literacy with extensive reading comprehension and remedial reading when necessary as well as further development and reinforcement of writing skills. For former ELLs, the instructional plan includes reinforcement of all modalities across content areas and access to ELL resources, like bilingual glossaries, scaffolding strategies, and extended time on assessments, whenever needed.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The instructional strategies and grade-level materials that teachers of ELL-SWDs use to provide access to academic content areas and accelerate English language development include extensive vocabulary building, total physical response, and broadbased use of visuals and graphic organizers.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs are programmed into mainstream classes with ICT support as well as Self-Contained environments for extra support in different content areas to meet their diverse needs and to provide them with the necessary support to enable them to function within the least restrictive environments.

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:			

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

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

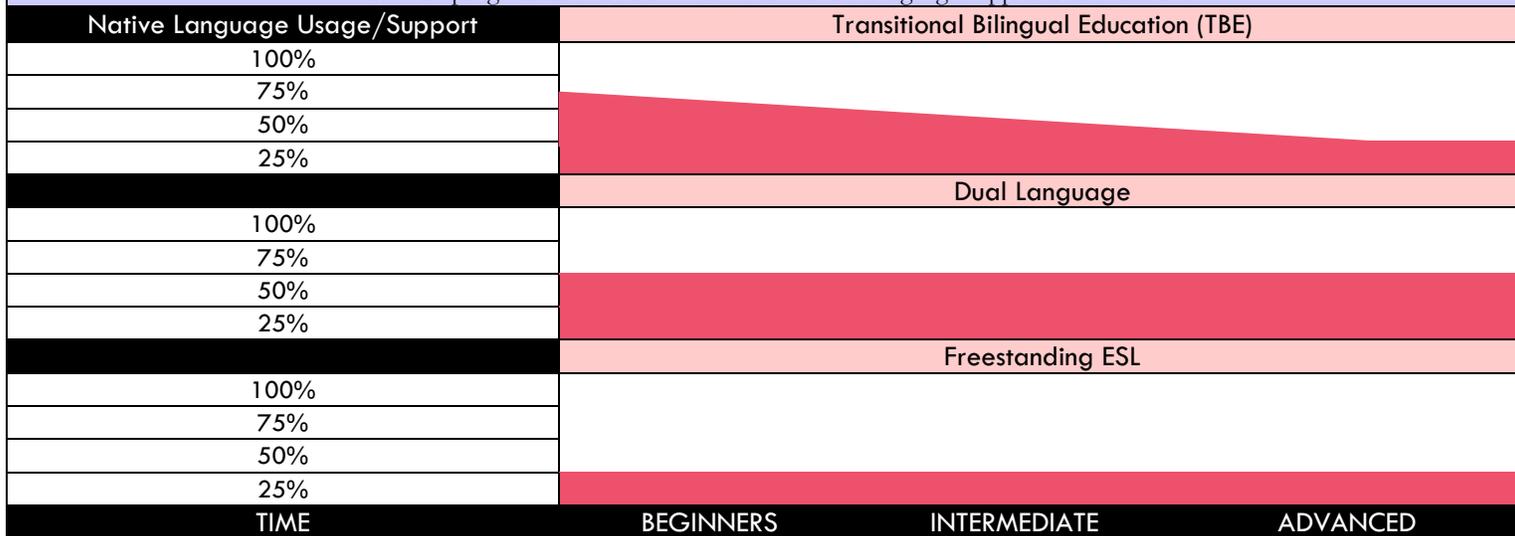
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Targeted intervention programs for ELLs in ELA, Math, and other content areas include after-school Extended Learning Opportunities for Grade 6 and Regents Prep courses for the High School students. All programs are provided in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
The improvements that will be considered for the upcoming school year include sorting out programming and data issues in order to meet compliance in providing the mandated services to all identified ELLs. In addition, new programs, like perhaps ESL classes for ELL parents, may be implemented.
12. What programs/services for ELLs will be discontinued and why?
No programs/services will be discontinued at the present time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are eligible for all school programs like any other student in the school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The instructional materials that are used to support ELLs include English dictionaries, bilingual dictionaries, bilingual content area glossaries, visuals, manipulatives, computers, SMART Boards, and online resources.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
In our Freestanding ESL Program, native language support is offered by the certified ESL teacher's Intermediate level Spanish ability as well by bilingual Spanish-English teachers in the content areas. A translator is always provided for parent meetings.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Age- and grade-appropriate texts are used with ELLs across all grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
All incoming Grade 6 and Grade 9 students, including ELLs, are acclimated to our school through the Summer Bridge program.
18. What language electives are offered to ELLs?
ELLs are offered the same language electives - French and Spanish - as any other student in our school.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Our school does not currently have a Dual Language Program.

C. Professional Development and Support for School Staff

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parent involvement is generally very strong at our school, with many active parents in the Parent Association as well as large turnouts of parents at school events. Outreach to the parents of ELLs has taken place through telephone calls and mailings to disseminate information and encourage parent involvement in meetings and school events.
 2. Our school does not currently partner with other agencies or CBOs to provide workshops or services specifically to ELL parents, but this may change as future new programs and improvements, such as ESL classes for ELL parents, are implemented.
 3. The needs of ELL parents have been evaluated through surveys and conversations with parents at meetings and school events, and will continue to be evaluated through future surveys and conversations about specific issues.
 4. The parental involvement activities for ELL parents to date have included meetings and school events where parents have been provided with important information about their rights and their child's education as well as given the opportunity to ask questions and voice concerns. Such forums to address ELL parent needs will continue to be provided throughout the school year.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

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

	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ Network: **CFN 402**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major findings of the school's written translation and oral interpretation needs are that Spanish is the preferred language of many students' families and that French and various African languages are spoken in the homes of some students of African descent as well. The school will report its findings via a report to the staff.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Based on the identified needs in Part A, a Spanish translator is always available at ELL parent meetings and for Open School. A licensed French teacher is also on hand during Open School if needed. These oral interpretation services are provided in-house by school staff and volunteers. Additional translators are also requested as needed from the Translation and Interpretation Unit, including translators for African languages.

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

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