

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

23K644

School Name:

EAGLE ACADEMY FOR YOUNG MEN II

Principal:

RASHAD MEADE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Eagle Academy II School Number (DBN): 23K644
Grades Served: 6-12
School Address: 1137 Herkimer Street
Phone Number: 718-495-0863 Fax: 718-732-2129
School Contact Person: Rashad Meade Email Address: Rmeade3@schools.nyc.gov
Principal: Rashad Meade
UFT Chapter Leader: Zymaa Collymore
Parents' Association President: Josie Williams
SLT Chairperson: Tara Bringley
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Charlene Mitchell
Student Representative(s): Jean Louis
Lyndon Walston

District Information

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

Borough Field Support Center (BFSC)

Brooklyn North Field
BFSC: Support Center Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 646-450-4107 Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
R. Meade	*Principal or Designee	
Z. Collymore	*UFT Chapter Leader or Designee	
J. Williams	*PA/PTA President or Designated Co-President	
W. Niles	DC 37 Representative (staff), if applicable	
C. Mitchell	Title I Parent Representative (or Parent Advisory Council Chairperson)	
L. Walston	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
J. Louis	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
T. Bringley	CBO Representative, if applicable	
T. Walls	Member/	
T. Strauss	Member/	
M. Elcock	Member/	
M. Aponte	Member/	
E. Collins	Member/	
P. Sagun	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

Our strengths include building positive culture around our scholars and educators. We have multiple partnerships with outside organizations so that our scholars can gain life skills as well as academics. Our challenges over the past years have been finding the right educators to service our scholars. As a growing school, we've hired 6-12 educators each year. Over the past three years, we have developed an extensive hiring process to ensure we are finding the best fit.

We have made the most growth during the past year in the alignment of our curriculum, assessments and using data to inform our decisions. We have also begun to train more of our educators to use Excel in order to create spreadsheets and to analyze data in order to determine topics for reteaching. These are also our key areas of focus for the coming year as we still have much growth to continue.

23K644 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	577	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	13	# Integrated Collaborative Teaching
				21
Types and Number of Special Classes (2014-15)				
# Visual Arts	19	# Music	11	# Drama
# Foreign Language	16	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	73.4%	% Attendance Rate		91.0%
% Free Lunch	69.8%	% Reduced Lunch		7.4%
% Limited English Proficient	1.4%	% Students with Disabilities		25.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		87.7%
% Hispanic or Latino	9.7%	% Asian or Native Hawaiian/Pacific Islander		0.6%
% White	0.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	5.4%	% Teaching Out of Certification (2013-14)		19.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	2.6%	Average Teacher Absences (2013-14)		5.94
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.8%	Mathematics Performance at levels 3 & 4		12.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		40.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	95.2%	Mathematics Performance at levels 3 & 4		49.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	73.8%	% of 2nd year students who earned 10+ credits		68.4%
% of 3rd year students who earned 10+ credits	84.4%	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

(? Results are not out) met State standards on the State English test, (? Results are not out) met standards on the State Math test

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Scholars progress on the final will be a 30% increase from the baseline taken in October.

Average educator rating in Danielson component 3C will be 3.2

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
We will have added teacher-developed interim/unit assessments to each unit of study in SS and Science. In math and ELA, educators will continue this practice. At the end of the school year, educators engaged in a workshop about creating and coding interims based on topics covered throughout the year. These more real-world, writing-intensive assessments are aligned to the Common Core State Standards to ensure a focus on college-readiness standards. For ELA and Math, educators will engage in reflection of the interim process to prepare for next steps for Sept.	All scholars, all subjects	Sept, Dec, March, May	Supervisors
Content educators in Science and Social Studies regularly analyze data throughout their unit and will use interims to determine where their plans are lacking.	All scholars in Sci and SS	Sept, Dec, March and May	AP
Scholars will participate in Reteaching sessions in the HS to review work on a weekly basis to help all scholars.	All 9-12 th graders	Oct- May	APs
Scholars participate in Regents Prep and Eagle Flight throughout the year for review and to gain test taking strategies in each subject.	All 6-12 th graders	March-June	APs

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
1. Assistant Principal facilitates weekly MS and HS ELA meetings. 2. Educators and ELA coach assist with reflection and coaching for educators new to grades. 3. The Science and Social Studies departments are facilitated by Assistant Principal and coaches (science) and (SS). Resources include books and textbooks bought with NYSTL funding, Wizard TM (online Regents/ CCSS test maker), Scantron reader and sheets (for data collection).										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

At least 2 informals will be conducted for each educator and the average tabulated rating for 3C will be 3.

Scholars will receive standardized interims or unit assessments in each subject by January. Progress will be measured. By end of January, scholars will demonstrate at least a 15% increase.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to our own survey given in January 2015, 81% of our scholars responded that they feel safe at the school
82% of our MS scholars felt respected by their housemates.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

At least 85% of our scholars will respond that they feel that most students at the school treat each other with respect on the School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>High School Houses focuses on the setting of small, realistic goals and articulating the action steps necessary to reach those goals. House will happen at the beginning of the day.</p>	<p>HS scholars</p>	<p>Sept-June</p>	<p>APs</p>
<p>Section Sheets for each class in the middle school provide daily behavioral data to inform us about necessary follow-ups and potential interventions we may have to put in place for individual scholars</p>	<p>MS scholars</p>	<p>Sept-June</p>	<p>APs</p>

Professional development opportunities are planned to support new educators in August and Sept and each month following on the topics of building relationships with the boys and facilitating relationship building among the boys. New educators are also supported by our guidance counselor, Mrs. Vilkov.	New and struggling educators	Aug-Sept	Educators and AP's
Professional development opportunities are planned to support all educators weekly during grade team meetings to help facilitate building relationships between educator and scholar and scholar to scholar.	All educators, all scholars	Sept- June	APs

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Time to plan for PD's											
Scheduled weekly meetings											
Paper/ clipboards for MS											
Goal sheets printed each Monday for HS											
Agenda books (6-9 th gr)											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. A survey monkey survey will be completed by scholars in MS in January to determine how scholars feel in school. At least 80% of the scholars will feel safe and that they are respected by their classmates and housemates.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

100% of ELA educators have conducted at least 1 intervisitation

80% of History educators have conducted at least 1 intervisitation

100% of Science educators have conducted at least 1 intervisitation

80% of Math educators have conducted at least 1 intervisitation

50% of all other elective educators have conducted at least 1 intervisitation

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>After 2-3 PDs, educators will plan lessons implementing learned strategies and open their classrooms to each other to receive constructive feedback and share how the same strategies can be used in various classrooms.</p>	<p>All educators</p>	<p>Sept- May</p>	<p>All AP's</p>
<p>Educators in each department will collaborate and discuss how they increase engagement within their department.</p>	<p>All educators</p>	<p>Aug-May</p>	<p>All AP's</p>
<p>Educators work together in groups to look at data from interims to determine next steps for curriculum development/ reteaching sessions.</p>	<p>All educators</p>	<p>Sept, Dec, March, May</p>	<p>All team leaders</p>
<p>Struggling educators will be scheduled to observe effective educators' classrooms in order to provide support in their growth.</p>	<p>Ineffective educators</p>	<p>Oct- May</p>	<p>All AP's</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Coverage for intervisitations</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By January 31st all educators should have participated in at least 1 intervisitation.</p>
<p>Ineffective educators will have participated in at least 3 intervisitations.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

During observations in 2013-2014, 25% of our educators struggled with classroom management which led to decreased time on task and poor student achievement. During observation in 2014-2015, 20% of our educators are still struggling.

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The average educator rating in Danielson components 1e, 2d, 3d will be 3.2.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<p>During grade team meetings educators discuss structure of the House model/ schedule, discuss best practices and upgrades to facilitate brotherhood among scholars in their classes and houses.</p> <p>Select HS scholars are assigned to MS houses in order to provide mentoring to their younger house brothers.</p>	All educators and scholars	Sept- June	All AP's
Houses leaders from grades 6-12 will pair up at least 3x during the year to get to know each other and provide further ideas/ support.	All House Leaders	Oct, Jan, April	All AP's
In content areas, teams work to modify the lesson plan, unit plan structure to better plan for their classes based on interim data. They discuss lesson plans and unit plans giving feedback to one another. Content teams visit each other's classrooms to give feedback to their colleagues.	All educators	Throughout the year	All AP's
<p>Supervisor will visit classrooms at least 2-4x per month to give feedback to educators. They will meet with the educator within 48 hrs to discuss the visit and next steps.</p> <p>Supervisors visit classrooms at least 1x per week to give feedback and provide support through planning meetings to educators who are rated ineffective/ developing.</p>	All educators	Sept- May	Supervisors

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Google Docs</p> <p>Danielson rubric</p> <p>Advance platform</p> <p>Scheduled time by AP's</p>

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>1. By the end of the semester (January 31), educators will average 3 in the Danielson components 1e, 2d, 3d.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

The most recent Survey data indicates a need to increase the level of communication in regards to scholars’ academic performance.

42% of our MS scholar parents have logged into Engrade.

18% of our HS scholar parents have logged into Engrade.

This was an increase of 21% from the 2012-2013 school year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase parent involvement and attendance at meetings and ceremonies by 10%.

To increase Engrade login by 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Our full-time college and career advisor will hold multiple college workshops for families to walk them through the application process.</p> <p>Our guidance counselor will meet with scholars in grades 9-12 at least 2-3x per year in order to review transcripts and determine next steps.</p>	<p>HS Parents</p>	<p>Sept- June</p>	<p>Educators</p>
<p>We will continue our subscription to Naviance so that scholars and families can access college information at any time.</p>	<p>HS Parents</p>	<p>Sept- June</p>	<p>Educators</p>
<p>Parent meetings are held every other month on Saturdays to allow for all parents to attend. Parent groups are split up according to their son's grade to answer grade specific information.</p> <p>Hip Hop for Life conduct parent workshops at various times during the year to promote healthy relationships, finances and lifestyles. These workshops are based on parent interest throughout the year.</p>	<p>All Parents</p>	<p>Sept-June</p>	<p>AP, PTA, Parent coordinator</p>
<p>Awards ceremonies are held 3-4x per year to celebrate scholar achievements.</p> <p>Progress reports will be sent home 3x per year and report cards will be sent home 6x per year.</p>	<p>All Parents</p>	<p>Approx: Nov, Feb, May</p>	<p>APs</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Incentives for attending Parent Meetings</p> <p>-Incentives for Honor Roll scholars</p>

-Naviance Subscription

- salary for our full time college/ career counselor

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February, at least 30% of parents attended at least 1 event at Eagle.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Informed by data on interim assessments those in the bottom ¼ and through observations	Through small group instruction with either their individual educator or the reading specialist scholars will receive individual or small group instruction 2x per week. Scholars that are identified to be “critical” will receive additional instructional periods. The primary instructional tools used during this block will be Wilson and Rewards.	Small group, one-to-one, tutoring etc.	During scholarship and extended day
Mathematics	Informed by data on interim assessments those in the bottom ¼ and through observations	Through small group instruction and with the assistance of the paras scholars in need of additional math help will be served during the 2x per week by their classroom educator. Periodic assessments will be used inform instruction and allocation of Educator resources. The schedule will be rotated, with scholars scheduled based on academic need. Exposure to accelerated materials will also take place for scholars that	Small group, one-to-one, tutoring etc.	During scholarship and extended day

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

		<p>schedule will be rotated with scholars scheduled based on academic need. Exposure to accelerated materials will also take place for scholars that require exposure to more rigorous content.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Those recommended by educators/ parents / those in need of support</p>	<p>Scholars that are in need of both mandated counseling and recommended counseling are serviced during the Scholarship. Servicing scholars during this period results in minimal impact on their instructional time while allowing them to be properly serviced. The school psychologist is part of our School Based Support Team that provides IEP mandated support to our scholars each Friday. The school social worker is part of our School Based Support Team that provides IEP support to our scholars our scholars each Friday. The school nurse provides for scholars in need of additional medical related services.</p>	<p>Small group, one-to-one, tutoring etc.</p>	<p>During scholarship and extended day</p>

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
<p><u>Scheduling and Common Planning Opportunities</u> At Eagle Ocean Hill, we believe teacher quality is at the heart of student achievement. As such we designed a schedule that meets the individual needs of both students and teachers in multiple ways. First, all content area courses take place before lunch and thus educators have the ability to work collaboratively to design lessons, discuss scholar performance, and share best practices and assessments. Furthermore, due to the unique scheduling, department common planning time and grade team meetings have been put in place to ensure student progress and assessments are being collected and analyzed by the team. This is especially important for ELA educators, as they are primarily responsible for introducing and aiding the scholars in becoming proficient in reading skills. ELA educators utilize this time to work collaboratively in order to desegregate data gathered from assessments. Such information allows educators to further understand what students have learned and what skills they still need to master. Moreover this time has been spent recommending different strategies that may aid in scholars reading development. Tips on fluency, comprehension, proper speed for read-alouds, even how to help scholars chose an independent book are discussed.</p> <p><u>Lesson Study:</u> This practice is the linchpin of our teaming processes to support academic excellence. Lesson study was developed in Japan, and is a professional development program that centers on collaborative study of live classroom lessons. ELA educators work together to develop rich lessons. The goal is to discover and discuss best teaching practices that may aid in the scholars achieving a reading growth of 1.25 years. With the understanding that demanding schedules will make it difficult for ELA educators to constantly be in each other's rooms, the use of video cameras has been implemented. As such, ELA educators have the ability to watch the lesson at their leisure as well as pause and rewind as different strategies are discovered. In addition to directly impacting student learning, this practice gives teachers an opportunity to engage in reflective practice, while building teacher professionalism.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>At Eagle Ocean Hill we schedule one day per month as Department or whole staff instructional PD. During this time, educators are exposed to and work with developing strategies for engagement and using data to determine how to best support all scholars. Educators plan collaboratively and look at data as it is aligned to common core standards. Content educators in Social Studies and Science are immersed in a series of professional development on how to infuse the literacy standards into their daily instruction.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

3b. TA Coordination with the Regular Program

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

NA

Part 4: SWP Schools Only

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

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

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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	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> , section
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	395,310.00	X	11, 17, 19
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,761,066.00	X	11, 15, 17, 19

¹Explanation/Background:

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

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

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

- 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.
- 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:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.

- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

Eagle Academy II, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I,

agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 23	Borough Brooklyn	School Number 644
School Name Eagle Academy for Young Men II		

B. Language Allocation Policy Team Composition

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

Principal Rashad Meade	Assistant Principal T Bringley, T Strauss, K Hamil
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher	School Counselor Elliot Maruffi
Teacher/Subject Area K Jones/Sp. Ed.	Parent Tania Roberts
Teacher/Subject Area Z Collymore/Sp.Ed.	Parent Coordinator Takada Walls
Related-Service Provider	Borough Field Support Center Staff Member M. Mavrovouniotis
Superintendent Mauriciere Degovia 1	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	589	Total number of ELLs	5	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL				2	0	2	1		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	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	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										1	2	1		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											0			0
Haitian								1						0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	2		2	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	2			
Living Environment	2		2	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	2			
Geography				
US History and Government	2			
LOTE				
Government				
Other <u>Span LOTE</u>			1	
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We use the Stars Reading Program and F & P to assess the early literacy skills of our ELL students. Our BOY Stars and F&P results administered in Sept/Oct reveal that 3/5 of our ELL students are reading at below grade level. While one is a non-reader and struggles to identify sight words, decode and comprehend. We have used this data to determine what intervention programs will be utilized to improve the reading levels. Wilson will be utilized with students who have been identified as having decoding/encoding deficiencies and the Stars Reading Program and Castle Learning will be utilized with the students who need to improve their comprehension skills in order to master targeted CCLS standards.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Two of our ELL students remained at the Advanced and Intermediate levels respectively. One did poorly and moved from Intermediate to Beginning level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Because our ELL population is so small, there are no statistically viable trends. In general, we have seen that our ELL students tend to be stronger in listening/speaking skills than in reading/writing.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Our 3 ELLs are not literate in their home language. Therefore, periodic assessments are given in English. The results of the periodic assessments are used to identify the reading skills that they are deficient in. We only have one ENL program/model in our school for our one ELL student. We do not have a bilingual nor a dual language program. Classroom teachers with an ELL in their classes include native language books in their classroom libraries and encourage ELL students to read these books to support native language development.

During the time ELL student meets with our AIS staff member, he is allowed to use his native language to communicate, especially while teaching new vocabulary.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

N/A

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

Our ENL specialist meets regularly with the students' content area teachers to ascertain the students' needs, to offer ideas to differentiate instruction, assessment and to discuss how he can provide content area support.

7. For dual language programs, answer the following:

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

N/A

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

We constantly monitor the progress of our ELL students through rigorous assessment in all subject areas. During our teacher team meetings, teachers have the time to go over data and plan instruction collaborative to ensure the academic success of our ELL students. Teacher observation notes are reviewed as well as formal and informal class assessments. All content area teachers give a brief report about the ELL students' strengths and weaknesses in that particular class. The goal is to work collaborative to support their learning.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

For students assigned to our school by the DOE placement office, he meets with families during admissions and reviews admission documents obtained from the secretary. At the time of intake, the Home Language Identification Survey is administered to families who are registering a child for the first time in a NYC school. The Survey is administered by a trained pedagogue, either the ENL specialist, or an administrator. An informal oral interview is conducted by the ENL teacher with parents and child to assess the child's ability to understand spoken English. There are staff members who speak Spanish and Haitian-Creole available to speak with families who speak those languages. If a language other than English is indicated on the HLIS of a first-time registration, the ENL specialist administers the LAB-R assessment to determine the student's eligibility to receive ENL services. If students speaks Spanish, the Spanish LAB would be administered. Our fully-certified ENL specialist is responsible for conducting the initial screening, and for administering the HLIS and LAB-R if necessary.

Our ELLs are assessed annually on the NYSESLAT exam. Our sped coordinator reviews ATS reports monthly (RLER, RLAT, RNMR) to determine students eligible to receive ENL services, and who are mandated to take the NYSESLAT. The testing coordinator is responsible for some aspects of the administration of the NYSESLAT, such as ordering, scheduling and parent notification of testing. The ENL teacher administers of all sub-sections listening, reading, writing, and speaking. An independent party does the scoring of the various subsets.

The speaking sub-section is administered individually. The L/R/W sub-sections are administered by grade band. Our ESL specialist administers all NYSESLAT sections to our ELL students. If students are absent for any part of the test on the day of the group administration, that student is administered the test at an individual make-up session. Students' proficiency levels as determined on the NYSESLAT indicate continued eligibility to receive ENL services, testing accommodations, and help to guide instruction.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

No SIFE student was ever admitted to Eagle. Therefore, we have never had to use any assessment to identify SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

The LPT team meets with the ELL who is served by an IEP. This team determines the student's eligibility for special education services and the language in which special education programs and services are delivered. The student with disabilities (SWD) will receive accommodations that apply both to an ELL and a SWD, as appropriate. At MHIV, ELLs with disabilities are not exempted from the

NYSESLAT, and are given the test modifications and accommodations as detailed on their IEPs when taking the NYSESLAT. Response to Intervention (RTI) approaches are incorporated into instruction to support the student.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

At the beginning of the school year, our ENL specialist drafts, prints, and distributes parent notification letters to students -- both letters of entitlement for continuing ELLs, and the occasional letter of non-entitlement/transition for students who have scored at a proficient level on the NYSESLAT. Letters are sent in both English and the parents' preferred language for school communications, using the translated versions available on the DOE website. Letters are distributed during ENL instructional times. ENL specialist makes phone calls to communicate to parents that letters are being sent home for their immediate attention and response. Copies of all parent notification letters are kept in the ENL binder in the principal's office. If we have a first time registrant to NYC schools, parent surveys and program selection forms will be given to parents to complete at the time of the oral interview at intake, and copies of their parent survey and program selection form will also be kept in this binder.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Eagle will receive a letter requesting the appeal of the ELL status. We will review all documents related to the initial or re-entry process of the student to the school. We review the student's work in English. A second administration of the NYSITELL will not be done. The only way the NYSITELL can be administered is if the original decision was not to give the student this assessment. LPT team meets with the parents, and consults with CSE. Based on the recommendation of qualified personnel, the principal determines whether to change the ELL status or not. Written notification of the decision is sent to the parent in the preferred language and English. If the recommendation is not to change the ELL status no further action is necessary, if the recommendation is to change then the process continues. The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At time of intake, if the child is determined to be an ELL based on the informal interview and the HLIS, our ENL specialist would explain to them that there are three different models of ESL instruction offered by the DOE, using DOE parent brochures and Parent Orientation Video. Parent surveys and Program Selection forms would be filled out and the information entered on ATS on the ELPC screen. The LAB-R would be administered by our ESL specialist within the first ten days of the student's attending our school. Parents of ELLs who are enrolling in our school are informed that Eagle does not offer a bilingual program nor a dual language program, and that we have a part-time ENL specialist.

We offer a freestanding NSL program that combines instruction in the English while ENL specialist provides support in other content areas. Because this is not a destination neighborhood for new immigrants, we have not had newly arrived immigrant families requesting admission. If the neighborhood demographics change, and more lower level English proficiency students are interested in registering to attend Eagle, then changes and accommodations will be discussed and implemented in the future.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Eagle is a choice school. Our ELL parents have made the decision to send their children here, and understand that the only program model we offer is the freestanding ENL program. In the seven years, we have never had more than six ELLs in one year. No family has ever decided not to send their child here because we do not offer either a beginning level intensive ESL program, nor a bilingual program. We have had students in self-contained special education classes who scored at a beginning level of English proficiency on the NYSESLAT exam. For these students, whose learning disabilities interfere with their reading ability; their low NYSESLAT scores are not due to second language learning difficulties. These students' listening comprehension and ability to communicate orally in English have always been much higher, and some of them have scored at an advanced or proficient level on those sections of the NYSESLAT.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL and Parent Coordinator call parent.
9. Describe how your school ensures that placement parent notification letters are distributed.

Parent notification letters are printed in English and the parent's preferred language. The letter is mailed to parent and another is given to the child in a sealed envelope.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All documents are placed in the student's cumulative folder.
11. 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.

Our ENL Teacher and Student Personnel Secretary are responsible for collaborating with each other to identify students who are eligible to take the NYSESLAT exam. Our licensed ENL teacher is responsible for administering this exam. ATS provides a list of students that are eligible to take NYSESLAT for the current school year. The report used to determine eligibility is called RLER/LAT. NYSESLAT assesses ELL students ability in the four skills of reading, speaking, listening, and writing. ELL students are administered all four parts of the NYSESLAT by the licensed ENL teacher we share with Mott Hall. If a student is absent on a test date, make-up days are established to complete any missing section of the test.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. All these documents are prepared in English and the parent's preferred language mailed and hand delivered.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Surveys and Program Selection forms for the past few years, the trend in program choices has been consistently the option of participating in our ESL, now ENL program. However, during our Parent Orientation session, parents are informed that they have the right to request that a Bilingual class, or Transitional Bilingual program, if there are 15 or more parents on two contiguous grades who desire that program. Since we have never enrolled so many ELL this was never realized. Additionally, parents are informed of a school where such program choice may exist. The program models offered at our school are aligned with parent requests. However, as stated above, in the near future, if we have at least 15 parents who opt for the Transitional Bilingual Education Program, then we will change our program offering to a TBE program here at our school, instead of an ENL Program, which we currently offer.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
The ENL teacher offers a pull out service. Our ELLs at the present time have IEPs, the ENL teacher pays attention to their individual academic needs. Our program is designed to make it easier to provide the mandated service hours to all eligible students, and to ensure that our students get the maximum support available to them. They follow the program set for their assigned classes, with weekly instructional periods that meet all NY City and State regulations in ELA, math, science, social studies, foreign language, PE, and the arts. Major subject area teaching periods range from five to ten periods per week. The ENL mandates are integrated into their core curriculum.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Instruction is provided entirely in English. A part-time ENL specialist provides pullout services three days per week, according to the number of minutes mandated by students' proficiency levels as indicated by their most recent NYSESLAT scores. In addition, to the 50 minute of academic intervention from an assigned teacher, our ELL student receives pull-out instructional time, and occasional push-in instructional time. Students are pulled out for either individual and/or small group instruction, in order to meet the mandated minutes of ENL instruction for their proficiency level as determined on their most recent NYSESLAT.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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?

ENL and classroom teachers utilize curriculum supports and strategies included in our core programs in order to differentiate instruction to our ELLs. Additional programs have also been purchased to supplement our core curriculum in an advanced effort to meet their needs. Supplemental programs such as STARS, Wilson Reading and Castle Learning aid in differentiating instruction to our ELLs. Additionally, learning and interest inventories are administered to these students and are incorporated into planning lessons that meet the needs of these learners.

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

ENL and classroom teachers utilize curriculum supports and strategies included in our core programs in order to differentiate instruction to our ELLs. Additional programs have also been purchased to supplement our core curriculum in an advanced effort to meet their needs. Supplemental programs such a Castle Learning, Wilson Reading and Achieve 3000 aid

Chart in differentiating instruction to our ELLs. Additionally, learning and interest inventories are administered to these students and are incorporated into planning lessons that meet the needs of these learners.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

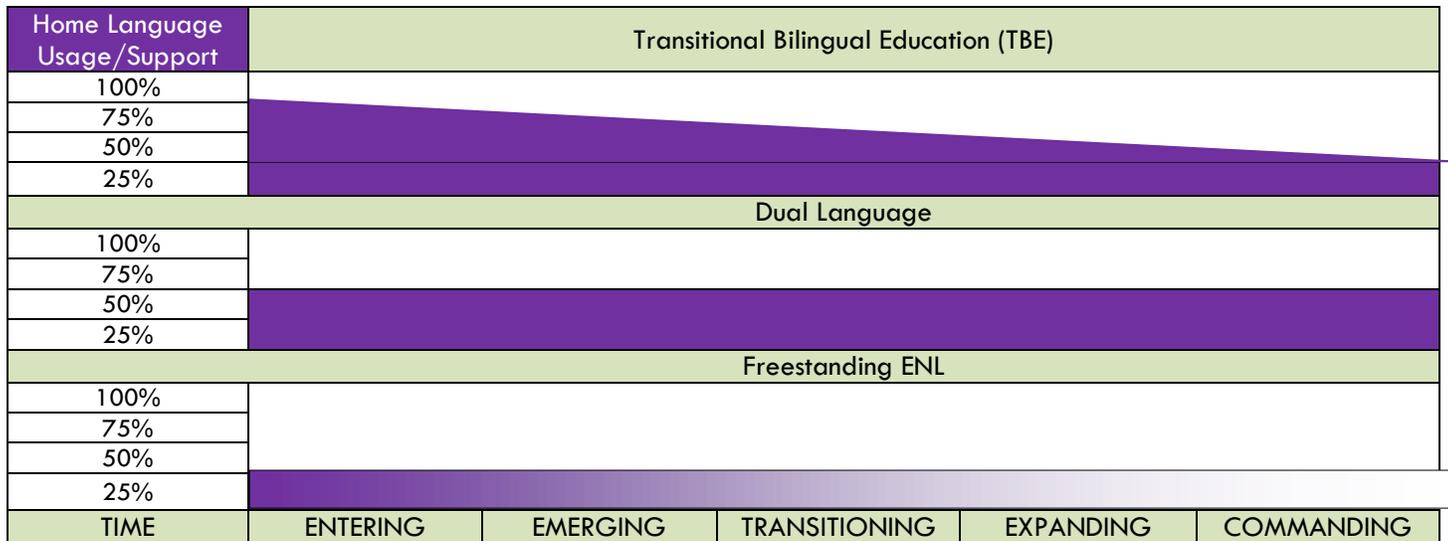


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our school uses data from standardized assessments (NYS, NYC Performance Assessments and school-wide benchmarks) to help determine appropriate intervention programs for all students. The results consistently indicate to us the needed interventions with strong focus on the development of reading and writing skills across the curriculum. We recognize this as a school-wide need. Some Eagle Academy students read below grade level. Our curriculum preparation includes response to intervention, focusing on specific reading strategies for students and basic decoding strategies. We have instituted small group sessions during the school day for all students who scored level 1 and 2 on the NYS ELA test last year. Our ELLs are all in that category. Strategies that work well for our struggling native English Language readers are also helpful for emergent readers. We are committed to providing academically rigorous instruction for our ELL students, utilizing various scaffolding techniques and instructional methodologies to differentiate instruction in the content area classes, such as graphic organizers, building on prior knowledge, lab inquiry in science, audiovisual materials, environmental learning (field trips), manipulatives in math classes, computer technology in all subject area classes, differentiated reading materials, collaborative assignments, modeling, bridging, contextualization, schema building, connecting text to self and community and meta-cognition. Our assigned educator meets regularly with ELLs' content area teachers to find out the the performance of these students on benchmark assessments that were given in class. All instruction is in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program seems to be having a positive impact on the academic performance of our ELL students. These students in this subgroup showed continued progress on their ELA and Math exams.
12. What new programs or improvements will be considered for the upcoming school year?
This year we have a focus on integrating technology into our curriculum to heighten student engagement and allow ELLs multiple entry points. The use of interactive Smartboards, laptops, smart response systems, document cameras and software programs will allow classroom teachers and the ENL teachers to provide rigorous, engaging and targeted instruction to improve student performance. Also the professional development that our teachers will receive should aid in improving practices designed to meet the needs of these students. The new common core curriculum will be introduced into the program. The content given in CodeX will be used to complement the program. Our focus is student engagement. Therefore, our ELLs will be fully engaged in the acquisition of English Language. We are striving to improve our existing program by providing our ELLs with more opportunities to use assistive technology to strengthen their English Language Development
13. What programs/services for ELLs will be discontinued and why?
There will be no discontinuance of programs/services. The ELL population is small in our school - never comprising more than three percent of the student body.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELL students are afforded equal access to any and all programs offered at our school. These programs include all extra curricula activities, such as After School Academic Program and Saturday Academy. Permission slips are distributed to all of our students at the same time. When needed, permission slips for all programs are translated into the native language that the parents speak and they are asked to send them back whether permission is granted or not. When ELLs participate in any program, the teachers and club facilitators are made aware of who the ELL students are and are encouraged to employ strategies learned at various workshops to allow ELLs full access to the programs. Teachers/facilitators are encouraged to seek the assistance of administrators if they have difficulty meeting the needs of these students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
This year we have a focus on integrating technology into our curriculum to heighten student engagement and allow ELLs multiple entry points. The use of interactive Smartboards, laptops, smart response systems, document cameras and software programs will allow classroom teachers and the ESL teachers to provide rigorous, engaging and targeted instruction to improve student performance.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Because we have such and no newly arrived immigrant students, we do not offer programs specific to newly enrolled ELLs before the start of the school year. If our demographics change in the future, we will consider implementing such programs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Eagle Academy is a middle school/ highschool. All our programs, resources and supports are specific to this age group.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Since we have so few Ells and no newly arrived immigrant student, we do not offer program specific to newly enrolled Ells before the start of the school year. If our demographics change in the future, we will consider implementing such programs. However, we do offer an orientation session for all students and parents at the end of summer. Our assigned educator, or a volunteer parent is usually there to translate and explain policies and procedures in the student/parent's native language.

19. What language electives are offered to ELLs?

Spanish is the only foreign language being offered.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

N/A

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The certified part-time ENL specialist we share with Mott Hall IV participates in district, regional, cluster, network, and city-wide professional development for ENL teachers. He consults with classroom teachers on how to meet the needs of ELLs in the content area, offering ideas for differentiation and language development support. Teachers of self-contained special education classes, which serve two of our ELLs, also participate in school-wide, district, and network PD for ELLs. Additionally, the NSL specialist will offer PD's to classroom teachers of our ELL student.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

When we have ELLs in the eighth grade, they receive support from our guidance counselor to help navigate the high school admission process, and to prepare for the transition to high school. If we have 8th grade ELL's our ENL specialist works with them making sure that they and their families understand how to use the high school directory, how to select high school choices, and how to correctly fill out their high school applications. The Parent Coordinator hosts a workshop specifically for ELLs' parents, and ENL teacher reviews the eighth grade ELLs' high school applications with them, before they are returned to the guidance counselor. Classroom teachers, our parent coordinator, community workers, and the office staff who work with our incoming 6th grade and 9th grade, are supported by our school administration in helping these students learn school routines and discipline. When a language other than English is indicated on the Home Language survey, and when parents have requested translated school communications, letters sent home by teachers are translated, either using DOE translation services, or by a staff member fluent in the language

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Professional development sessions are held weekly for all teaching staff, as well as on designated city-wide PD days, that include instructional differentiation for ELL students. All school staff, including pedagogues, administrators, secretaries, guidance, community workers and parent coordinator are invited to participate in ENL professional development. Copies of all PD agendas and attendance are kept in the Principal's office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Annually, parents of ELLs are invited to meet with the LPT. At this meeting a teacher who is proficient in the parent's preferred language is present to translate the information. The student's academic and language development progress, English language proficiency assessment results, and language development needs in all content areas are discussed. School staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English will be present. A qualified interpreter/translator in the language or mode of communication the parent or guardian best understands will be there. Attendance is recorded and kept with student's permanent records.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are surveyed at the beginning of each year, during intake and at the initial PTA meetings, as to their interests and needs, to encourage them to participate, and to discuss ways they can be involved with their child's class and with the school community. ELL parents are invited to participate in our active PTA, which provides workshops for parents throughout the year. Recent topics have included: test preparation and accommodations; NY State learning standards; Common Core learning standards; graduation information; high school admissions information; summer learning opportunities; and parenting issues.

Our administrators and parent coordinator communicate with parents regularly via Monthly newsletters to foster awareness of issues pertaining to students' academic and social development, and to share information about community events. When parents have requested translated communications, translation services are provided, usually by a staff member fluent in the language, or via DOE translation services.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Sports and Arts In School Foundation and Beacon provide workshops and services to ELL parents.
5. How do you evaluate the needs of the parents?
The survey given at the beginning of the school year acts as a feasibility study whereby the needs of the parents are presented and evaluated. In addition, our parent coordinator and guidance counselor communicate with parents throughout the school year.
6. How do your parental involvement activities address the needs of the parents?

The administrative staff, parent coordinator and guidance counselor review parents' answer in the survey. They strive throughout the school year to provide workshops and other activities in ke

D. Additional Information

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

Part VI: LAP Assurances

School Name: <u>Eagle Academy for Young Men II</u>			School DBN: <u>23K</u>
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rashad Meade	Principal		6/19/15
Tabitha Strauss	Assistant Principal		06/19/15
Takada Walls	Parent Coordinator		06/19/15
Alvin Richardson	ENL/Bilingual Teacher		06/19/15
Elias Allsman	Parent		6/19/15
Kyron Jones	Teacher/Subject Area		6/19/15
Zymaa Collymore	Teacher/Subject Area		6/19/15
	Coach		1/1/01
	Coach		1/1/01
Elliot Maruffi	School Counselor		6/19/15
Mauriciere Degovia	Superintendent		6/19/15
Michelle Mavouviotis	Borough Field Support Center Staff Member <hr/>		6/19/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01