

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**05M148**

**School Name:**

**EAGLE ACADEMY FOR YOUNG MEN OF HARLEM**

**Principal:**

**MAHALIEL BETHEA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Eagle Academy for Young Men of Harlem School Number (DBN): 05m148  
Grades Served: 6,7&8  
School Address: 6 Edgecombe Ave New York, NY 10030  
Phone Number: 212-694-6051 Fax: 212-604-6053  
School Contact Person: Mahaliel H. Bethea II Email Address: [MBethea4@schools.nyc.gov](mailto:MBethea4@schools.nyc.gov)  
Principal: Mahaliel H. Bethea ii  
UFT Chapter Leader: Barbin Ramos  
Parents' Association President: Shirley Payne  
SLT Chairperson: Juliet Folks  
Title I Parent Representative (or Parent Advisory Council Chairperson): Linzette Smith  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 05 Superintendent: Gale Reeves  
Superintendent's Office Address: 425 West 123rd Street  
Superintendent's Email Address: Greeves@schools.nyc.gov  
Phone Number: (212) 769-7500 x236 Fax: (212) 769-7619

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Ave, 8th floor  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: 646-470-0721 Fax: 917-339-1765

## 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)
Mahaliel Bethea	*Principal or Designee	
Barbin Ramos	*UFT Chapter Leader or Designee	
Shirley Payne	*PA/PTA President or Designated Co-President	
Christopher Slaughter	DC 37 Representative (staff), if applicable	
Linzette Smith	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Laronda Hooks	Member/ Elected UFT	
Sarah Trexler	Member/ Elected UFT	
Lakia Washington	Member/Elected UFT	
Juliet Folks	Member/ Elected Parent	
Serina Moya	Member/ Elected Parent	
Nathan Whyte	Member/ Elected Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Eunice Lomax	Member/ Elected Parent	
	Member/ Elected Parent	
	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.

### **Overview**

The Eagle Academy for Young Men of Harlem is currently completing its second year of operation. We currently serve 138 young men in grades six and seven. The mission of the Eagle Academy for Young Men is to develop young men committed to the pursuit of academic excellence, strong character and responsible leadership.

This year we have partnered with the Boys Club of New York, JP Morgan Chase, Harlem Hospital, Harlem United, Phys Ed Plus, Brooklyn Steppers, Harlem Grown, Brotherhood/Sistersol, HEAF, and STEP to provide our young men with opportunities that develop them not only academically, but socially and emotionally as well.

### **Framework elements of celebration**

1. Supportive Environment: Our school community prides itself on creating a school culture where students feel safe, supported, and challenged by their teachers and peers. This has been acknowledged by other schools, visitors, and in our School Quality Review.
2. Collaborative Teachers: The teachers of the Eagle Academy for Young Men of Harlem continuously push their thinking to answer questions such as "how could I have done that better?" or "what tools do I need to be a more effective teacher?" Teachers seek professional development based on conversations with each other and with the support of the administrative team. This staff consistently works towards continuous improvement.

### **Framework elements of focus**

3. Rigorous Instruction: We are continuing our focus on moving all of our classrooms to engaging, discussion rich centers of learning. While we see pockets of our work being executed in some classrooms, it is not across all classrooms.
4. Strong Family-Community Ties: While our family ties are strong and we have brought resources from the community, we still have resource gaps that need to be filled, particularly in the areas of arts and sports. Our goal this year is to build relationships with organizations that specialize in these areas and utilized their expertise to support us in building our strong arts and sports programs with little or no cost to our school or our families.

### 05M148 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07	Total Enrollment	140	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	N/A	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		144.8%	% Attendance Rate		89.0%
% Free Lunch		74.6%	% Reduced Lunch		10.5%
% Limited English Proficient		10.5%	% Students with Disabilities		31.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		73.1%
% Hispanic or Latino		25.4%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White		1.5%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		1
# 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)		N/A	% Teaching Out of Certification (2013-14)		50.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)		4.76
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		9.1%	Mathematics Performance at levels 3 & 4		3.0%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			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		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 Science (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			
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.

Strengths- Based on the Quality Review Indicators we are showing proficiency in Indicators 1.1 and 2.2 by aligning assessments to the curriculum and engaging in Data Dive Cycles to reflect on student growth and

make adjustments to classroom instruction based on the data to meet the needs of all learners.

#### Needs-

We need to continue to provide supports and extensions to support our students who are struggling. We need to provide more opportunities for students to demonstrate ownership of their learning across the classrooms through feedback and conferencing.

- Cultural relevancy across content areas
- Modifications for access for all (Students with Disabilities (SWDs), English as a New Language (ENL), and students with varied learning styles/needs)
- Filling (elementary school) skills gaps
- Engagement

### 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.

By June 2016, our middle school scholars will demonstrate an increase of 10% in proficiency as measured by the English Language Arts and math New York State exams.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Through the use of online assessment programs such as accelerated reader and TestWiz, educators scholars and families will have increased access to progress data. The data will support in instructional decisions that will push growth and bring scholars to proficiency.	All	September 2015- June 2016	Administrative team, ELA Educators and Math Educators.
Professional development for instructional staff on strategies to support learners with foundational skills gaps.	Educators	September 2015- June 2016	Professional Development Team
Professional development for instructional staff on how to best utilize new online tools.	Educators	September 2015- June 2016	Professional Development Team
Classroom teachers will run additional intervention and support classes during extended day programming.	Educators, Scholars	September 2015-June 2016	Classroom Educators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>Funds will be allocated to purchase TestWiz educational software needed to support learning for our young men.</p> <p>Educators and Administration will work collaboratively and continuously after school to revise the Professional Development calendar to reflect needs. Per-Session will be allocated to support the development of a strong PD calendar.</p> <p>Additional time has been allocated in the schedule to support work in literacy and math.</p>											
<b>Part 4b.</b> 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 <sup>st</sup> 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.

By February 2016, there will be an increase of 5% in ELA and math proficiency based on our midyear interim assessments which will be generated from Testwiz.

**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.

#### **Strengths:**

All stakeholders share a culture of mutual accountability for high expectations, and students understand their progress towards meeting those expectations. (QR indicator 3.4)

A supportive environment is provided for our scholars, in and outside of the classroom environment, in a variety of ways; our current 6<sup>th</sup> grade advisory, professional development (social emotional needs), learning and psycho-social assessments, social emotional feedback provided by our social worker, collaborative teaching, giving responsibility to scholars to build team work (breakfast club), scholar government

Educators and staff meet in grade team meetings, with the support of the social worker, to discuss and plan for the social-emotional needs of our scholars, to establish protocols for instilling core values in our scholars, and to develop inclusive interdisciplinary units.

Scholars feel celebrated and supported through the principal parlay, community service work, our weekly newsletter and interactive website

#### **Needs:**

We need to

- Expand upon opportunities which we celebrate and acknowledge our scholars, in the form of more assemblies and curriculum night/days,
- Expand upon opportunities which we give scholars opportunities to participate in more community service
- Increase opportunities more parent volunteerism and involvement
- Improve our mentoring and Advisory programs; in order for mentoring to thrive we need better instructors and a better curriculum.
- Next level guidance

### **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.

By June 2016, Advisory (House) will be viewed as a direct contributor to the development of a supportive school culture and social emotional development for 80% of our scholars as demonstrated on the Advisory post survey results.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Develop or purchase an advisory curriculum for grades 7 & 8, which includes a needs assessment and next level guidance	Grades 7 & 8	June 2015- August 2016	Director Slaughter/Principal Bethea
Build advisory time, including next level guidance, into the schedule for grades 7 & 8	Grades 7 & 8	June 2015	Administrative team
Reshaping the role of the lead advisor. Lead advisor will do more classroom visitations to ensure that advisory is consistent.	All Grades	August 2015- September 2015	Principal Bethea
Training all advisors to ensure that they have the tools necessary to lead their groups.	Advisors	August 2015- June 2016	Director Slaughter/A.P. Davis/
Identify and form a group of dedicated mentors	CBO, community volunteers	August 2015- June 2016	Director Slaughter
Expand upon opportunities which we give scholars opportunities to participate in more community service	CBO, community volunteers	October 2015- June 2016	Director Slaughter
Increase opportunities more parent volunteerism and involvement	Parent Association	October 2015- June 2016	Parent Coordinator
Expand upon opportunities which we celebrate and acknowledge our scholars, in the form of more assemblies and curriculum night/days,	All scholars, Parent Association	October 2015- June 2016	Grade Team Leaders, Administrative Team

### 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 will be allocated for advisors to meet and plan. Per session will be allocated afterschool to support advisory teachers in planning curriculum.

Purchase of Advisory curriculum and needs assessment

**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 <sup>st</sup> 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.

By June 2016, Advisory (House) will be viewed as a direct contributor to the development of a supportive school culture and social emotional development for 40% of our scholars as demonstrated on the Advisory survey results.

**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.

#### **Strengths:**

“The majority of teachers are engaged in structured collaborations to support school goals and implementation of Common Core Learning Standards. Through team meetings, teachers’ instructional capacity is fortified and teachers have voice in the decisions that impact students learning across the school. Many shared that teacher teams are listened to by the administration, and that school leadership follows through on ideas and suggestions. As a learning community they feel supported and involved in school decisions. Teachers shared that grade team leaders are a key support, and the principal is open to their opinions and feedback.” (QR indicator 4.2)

Through cohesive grade/department team meetings meet weekly. Educators:

- Produce actionable outputs
- Share student information (progress, challenges, and setbacks)
- Share procedures and protocols
- Establish grade wide habit targets
- Are provided with a clear framework of professional development (cycles which come to a close with feedback)

#### **Needs:**

Teachers need to have the opportunity to collaborate

· to create classrooms that are supportive, student-focused centers of learning, which will ensure increased mastery and overall academic progress for our young men.

·to participate in internal and external Inter-visitation time (teachers will visit each other for feedback)

on internal best practices amongst teachers and time to assess habit target progress

· on early identification strategies for scholars in need of significant academic interventions

### 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.

By June 2016, 75% of teachers will be rated effective or highly effective on component 3C of Danielson's Framework for Teaching as measured by ADVANCE data.

### **Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Inter-visitation time (teachers will visit each other for feedback)	All teaching staff	September 2015- May 2016	Grade Team Teachers and Administration
In-house best practices shared amongst teachers and time to assess habit target progress	All teaching staff	September 2015- May 2016	Grade team Teachers
"Remind" for all teacher (computer/text program) grade teams	All students and families	September 2015- May 2016	Grade team Leaders
Computer based academic support software/exercises for targeted skill improvement in identified struggling scholars.	30 students (about 10 per grade level)	September 2015- May 2016	Grade Team Teachers & Administration
Ongoing PD on Mondays and Fridays to explore, monitor, and address professional development needs	All staff	September 2015-May 2016	Administration, Grade Team Leaders

### **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 will be allocated specifically to professional development on building strategies on engaging students in learning. Time will be allocated specifically to professional development on building strategies on effective questioning and discussion techniques. Per Session will be allocated to the professional development team to meet afterschool to monitor, craft, revise, and to execute professional development focused on 3B and 3C.

<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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 February of 2016, 40% of educators will be rated effective or highly effective in 3C as measured by ADVANCE data.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, 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.

#### **Strengths:**

Strengths are indicated on the QR and survey results as follows :

- School leadership creates a climate of inclusiveness and collaboration through distributed leadership structures as evidenced through various team structures and roles.
- Educator voice is incorporated into the development of instructional materials and in decisions to select instructional materials used in classrooms.
- School leadership organizes effective professional development and sets clear expectations for educators about implementing what they learned.
- Staff is provided with time to work on projects and on curriculum development.
- Data driven action plans are used to develop instructional and socio-emotional supports for scholars
- Providing and modeling feedback.

Reciprocal dialogue, such as 2x2 feedback loops, provides opportunities for school leadership to provide and model feedback and to engage with staff in conversations and decision-making regarding professional growth needs and action plans.

#### **Needs:**

We will improve upon our professional development to engage scholars in rigorous academic tasks and to promote higher thinking as follows:

- Continued support and professional development for educators as indicated by data driven action plans which addresses the needs of educators new to the profession (year 1 and 2)
- Modeling best practices for student work review protocols
- Modeling effective curriculum development to provide optimal access for all scholars to the curriculum

### **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.

By June 2016, Eagle administration will complete cycles of tiered, differentiated professional development that will produce pedagogical growth across the Danielson components as evidenced by feedback.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Use initial planning conferences, observation feedback, and 2x2 mid-year conferences to create and revise ongoing educator goals and plans for intervisitation schedules</p>	<p>All instructional staff</p>	<p>August - September 2015</p>	<p>Principal Bethea &amp; A.P Davis, Instructional Staff</p>
<p>External professional development to partner school visits</p>	<p>All instructional staff</p>	<p>October 2015- May 2016</p>	<p>Principal Bethea &amp; A.P Davis, Grade Team Leaders</p>
<p>Peer visits as determined by need as evidenced in observation feedback.</p>	<p>All instructional staff</p>	<p>September 2015</p>	<p>Principal Bethea &amp; A.P Davis</p>
<p>Development of social-emotional professional development cycles</p>	<p>All staff</p>	<p>October 2015- May 2015</p>	<p>Social Worker</p>
<p>Professional Development on questioning, discussions and the creation &amp; implementation of scaffolds to increase higher order thinking, student participation, and ownership.</p>	<p>All instructional staff</p>	<p>September 2015-June 2016</p>	<p>Principal Bethea, AP Davis, Borough Field Office</p>

**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.

Funds will be allocated to provide for substitute teachers during inter-visitation time if necessary. Scheduling will be adjusted to allow for educators to visit other classrooms. Substitute teachers will be hired to allow educators to attend professional development outside of school.

**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 <sup>st</sup> 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.

By February 2016, 50% of instructional staff will be engaged in an internal and/external intervisitation cycle that improves instruction to support student engagement as evidenced by a rating of effective or highly effective across various components on the Danielson framework.

**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 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.

#### **Strengths:**

Our school survey results indicates outreach to parents as a strength. Our open door policy for parents is at the core of the creation of a welcoming environment. Parents are provided with opportunities to be involved through the PA and school through monthly PA meetings and a variety of events, such as an annual end of the year BBQ, Principal’s Parlay, Take Your Dad’s to Work day, Giving of Thanks celebration, and mother/son dance, which build community for scholars, their families, and the Eagle staff. Our Parent Coordinator serves as a point of contact for our families and assists with supporting our open door policy and serves as a liaison as needed.

Communication regarding scholars’ ongoing growth and progress as well as NYCDOE and Eagle events, is provided to families in a variety of ways such as Jump Rope, progress reports, phone and text messenger, “Remind Me” app, and grade team meetings. Currently, documents are translated into Spanish.

School tours and orientations are offered to potential families and community stakeholders. Staff members have been assigned to building community partnerships.

**Needs:** As our school community grows and becomes more diverse, we will need to:

- Provide documents translated into languages which reflect the preferred languages of communication of our parent population
- Workshops, which support parents in life skills as well as their evolving adolescents in their academic and social-emotional needs.
- Assign staff members to build community partnerships to expand our partnerships in the arts.
- Expand on the parent activities and opportunities for parents to volunteer and to engage as partners in school wide events

### 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.

By June 2016, the number of parent-lead school wide activities which build community among scholars, families, and Eagle staff will increase from 5 to 8 as measured by completed agendas, attendance sheets, and artifacts which memorialize the events.

**Part 3 – Action Plan**

A

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
Principal will meet with the PA President once per month to discuss projects and general school business.	Principal & PA President	Monthly	Parent Coordinator
Parent Coordinator will meet with the PA Executive Board to discuss prospective projects and ensure alignment to school mission and vision	Parent Coordinator and PA President	Monthly	Parent Coordinator
The PA Executive Board will created special committees to plan different types of events and programs	Parent Association Body	Monthly	Parent Coordinator
Parent Engagement time on Tuesdays will be used to call families to provide updates on scholar progress, to inform about and to encourage attendance to school wide activities and events	Parent Association Body	Weekly as needed	Grade Team Leaders
Newsletters and community calendars to inform parent community about resources for family support	Parent Association Body	Monthly	Parent Coordinator
Preventive family meetings to meet with at-risks and scholars performing below proficiency as identified by grade teams	At-risk/below proficiency scholars	Monthly on Tuesdays	Grade Team Leaders
IEP meetings and maintenance	Families of SWDs	Monthly on Tuesdays	IEP Coordinator
Outreach to NYCDOE translation unit or families to translate event notifications into languages which reflect the preferred languages of communication of our parent population	ENL families	Sept 2015-June 2016	ENL Coordinator
Workshops, which support parents in life skills as well as their evolving adolescents in their academic and social-emotional needs.	Parent Association body	Monthly	Parent Coordinator
Assign staff members to build community partnerships to expand our partnerships in the arts.	Parent association body; Eagle scholars	Sept 2015-June 2016	Program Director

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The Parent Association will determine the funds necessary to support this work. The school will financially assist when and if necessary.											
Parent Engagement time on Tuesday afternoons											
The Parent Coordinator will be utilized to support the Parent Association in the development and implementation of the 2015-2016 projects.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>	X	<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 2016, the Parents Association will complete 3 of their 8 events as evidenced by parent notifications, such as flyers, agendas, and attendance sheets.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	2014-2015 New York State Exam Score of level 1 and 2  New York City Performance Tasks Assessment Score  Test Whiz Interim Assessments made internally  Baseline assessments in ELA given in Afterschool	Scholars that demonstrate low mastery or are identified as “at risk” are enrolled to increase the potential of accomplishing proficiency.  During this time educators will use writers workshop., teacher created materials, Boardworks, Holt McDougal online resource	Small group tutoring	After school Wednesday and Thursday, as well as on select Saturdays  October 2015 through May 2016.
<b>Mathematics</b>	2014-2015 New York State Exam Score of level 1 and 2  New York City Performance Tasks Assessment Score  Test Whiz Interim Assessments made internally  Baseline assessments in math given in Afterschool	Scholars that demonstrate low mastery or are identified as “at risk” are enrolled to increase the potential of accomplishing proficiency.  During this time educators will use differentiated math centers, teacher created materials, & Boardworks.	Small group tutoring	After school Wednesday and Thursday, as well as on select Saturdays October 2015 through May 2016.
<b>Science</b>	New York City Performance Tasks Assessment Score	Scholars that demonstrate low mastery or are identified as “at risk”	Small group tutoring	After school Wednesday and Thursday, as well as on select Saturdays

		<p>are enrolled to increase the potential of accomplishing proficiency.</p> <p>During this time educators will use teacher created materials &amp; Boardworks.</p>		<p>October 2015 through May 2016.</p>
<b>Social Studies</b>	New York City Performance Tasks Assessment Score	<p>Scholars that demonstrate low mastery or are identified as “at risk” are enrolled to increase the potential of accomplishing proficiency.</p> <p>During this time educators will use teacher created materials &amp; Boardworks.</p>	Small group tutoring	<p>After school Wednesday and Thursday, as well as on select Saturdays October 2015 through May 2016.</p>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Anecdotal, referrals, OORS, Referrals from the related services, SIT, & PPT teams, and Jumprope	Small group and one-on-one counseling sessions.	Small group and one-on-one counseling sessions.	During the school day

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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>A few strategies which we use for recruitment include partnering with New York City Teaching Collaborative and Teach for America, attending NYC hiring fairs, using the NYCDOE Open Market, and recommendations from current staff members. Our school website also serves as a resource for potential candidates to learn about our school community and vacancies. We have a hiring committee who reviews resumes and makes recommendations for candidates for round I interviews. During Round I interviews, candidates take a tour of the school, meet with current staff members, conduct a demonstration lesson, and are interviewed by the committee. Round II candidates return for a second interview with the Principal.</p> <p>We have 100% teacher retention this year. Eagle Administration provides the social-emotional support necessary to allow our educators to provide the academic rigor necessary for our scholars to achieve. Our school social worker provides cycles of social-emotional professional development for staff which provides a safe, supportive, collaborative community. Instructional and non-instructional staff have equity of voice through participating in a needs assessment to help to develop the social emotional professional development calendar. Each week, at our all-staff meetings, we acknowledge each other's accomplishments, big and small, both professional and personal. In the form of Eagle Ups, shout outs, and For the Good of Eagle. Instructional and non-instructional staff have equity of voice through participating in a needs assessment to help to develop the social emotional professional development calendar.</p> <p>Professional support is assessed through a mid-year 2x2 feedback process by which all staff have an opportunity to provide feedback to and receive feedback from administration using respective rubrics (Danielson and the Leadership Competencies) to discuss glows and grows as well as to develop an action plan for supports for the remainder of the academic year and are including in year end discussions for assignments for the following academic year.</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>All staff, instructional and non-instructional support educators will be provided with school wide and needs-based professional development by administration on Mondays and Fridays. Additional support and opportunities for</p>

differentiated professional development will be elicited from, and provided by, our Borough Field Office and supports from the Superintendent's office (i.e. Teacher Development and Evaluation coach).

Professional Development needs will be assessed multiple ways; the Professional Development team will use surveys, grade and department teams will assess needs as they meet to share best practices and to plan for next steps (including necessary professional development), administration will use observations and feedback discussions to determine further ongoing professional development needs, and 2x2 mid-year reflective conferences between administration and staff will provide collaborative opportunities for further professional development.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

N/A

#### **3b. TA Coordination with the Regular Program**

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

N/A

### **Part 4: SWP Schools Only**

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

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

N/A

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

The selection of appropriate assessment measures are done in consultation with subject teams. Professional development is created by the professional development team, also in consultation with our staff. The MOSL committee consists of educators and the Administrative to make decisions.

#### **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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section 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	104,171	X	-Section 5A, 5B, 5C, 5D, and 5E
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,601,705		-Section 5A, 5B, 5C, 5D, and 5E

**<sup>1</sup>Explanation/Background:**

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

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

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

- 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.

<sup>2</sup>The **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 of Harlem, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The Eagle Academy for Young Men of Harlem 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 1<sup>st</sup> 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)**

***The Eagle Academy for Young Men of Harlem***, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. 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 1<sup>st</sup> 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 <b>5</b>	Borough <b>Manhattan</b>	School Number <b>148</b>
School Name <b>type here</b>		

**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 <b>Mahaliel H. Bethea II</b>	Assistant Principal <b>Catrice M. Davis</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Jackeline Andrade</b>	School Counselor <b>N/A</b>
Teacher/Subject Area <b>Mr. Barbin Ramos/Math</b>	Parent <b>Ms. Tracy Shaw</b>
Teacher/Subject Area <b>Lakia Washington/Humanities</b>	Parent Coordinator <b>Christopher Graham</b>
Related-Service Provider <b>Darlene Post</b>	Borough Field Support Center Staff Member <b>Hang Yong Shen</b>
Superintendent <b>Gale Reeves</b>	Other (Name and Title) <b>N/A</b>

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

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>205</b>	Total number of ELLs	<b>5</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 type="checkbox"/>	10 <input type="checkbox"/>	11 <input 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	5	<b>Newcomers</b> (ELLs receiving service 0-3 years)	3	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	3	1		1			1			0
<b>Total</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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							2							0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1						0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	1					0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)							1	1						0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)							1							0
<b>Expanding</b> (Advanced)								1	1					0
<b>Commanding</b> (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	0	0					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	0	5					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				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
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.  
 At Eagle we continue to rely on Fountas and Pinnell to assess the early literacy skills of our ELLs. This comprehensive system for one-on-one assessment reliably and systematically matches the scholars' independent reading levels. This data informs the ELL educator as well as the others, the ELLs reading ability in T2, which assists the educators in the planning and delivery of a lesson by allowing it to be in the ELLs' zone of proximal academic/second language development. For the upper classmen (grades 7 & 8) the educators will study the data provided by teacher-made assessments, in-class observations, and statewide assessments to be able to tailor their instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Unfortunately, we have not been able to establish a pattern between the NYSETILL (New York State English Identification Test for English Language Learners) and the NYSESLAT (New York State English as a Second Language Achievement Test) because in the academic year 2014-2015 we did not receive new students who according to the Home Language Survey (HLIS) would qualify to have the ENL diagnostic assessment, NYSETILL to administer. Furthermore, reflecting on the information collected in the students' cumulative records it can be stated that the previous data results encompassing both assessments determined that there was a strong correlation between the students being at an advanced level in the acquisition of English as a second language; therefore, having above average grades across all academic subjects.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The New York State English as a Second Language Achievement Test (NYSESLAT) was developed by the NYS Education Department to measure the progress of English language skills in listening, speaking, reading, and writing and to determine proficiency levels (beginning, intermediate, and advanced). Understanding the NYSESLAT scores assist the school administrators and educators to maximize ELL services and instruction to meet the varying needs of ELLs at their schools. Primarily, NYSESLAT scores identify who should continue to receive ESL services. Moreover, it assists educators in determining ELLs English language proficiency levels allowing them to:

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

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

AMAO is an Elementary and Secondary Education Act (ESEA) requirement under the English Language Acquisition, Language enhancement, and Academic Achievement Act (Title III, Part A). The results of 2014-2015 NYSESLAT revealed that both AMAO1 and AMAO 2 targets were met as ELLs show progression in attaining English as a second language development through the advancement to the next level of language acquisition and/or exiting the program according to the new changes.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - a. Being that Eagle Harlem has been in existence in three years and is currently a full middle school (all three grades accounted 6, 7, & 8) it can be stated that there specific pattern as we analyzed the data of the past results of the NYSESLAT and we have seen an increase in students listening and speaking development. As we have experienced all of our ELLs exceling in these two modalities by either moving on to the next level in language acquisition or simply exiting out of the program. Regarding the fairness of taking assessments in English as compared to their native language, ELLs were and will continue to be provided with necessary accommodations to assist them at the time of answering any assessment across the content. ELLs have bilingual dictionaries, which they take home and are encourage to use in the classroom, after school, homework assistance, and during teacher-made and state assessments. Moreover, during the different state assessment besides utilizing the bilingual dictionary, ELLs have the option to answer the test in their L1 and if scholars desire to do so; they are permitted to have the exam in T2 (Target language) and L1 (native language) parallel.
    - b. At Eagle, educators are using the ELL Periodic Assessment to continue establishing a baseline which in conjunction with other mandated assessments will continue informing and assisting educators to accurately plan and deliver instruction in ELL's academic/second language acquisition zone of proximal development. According to the latest NYSESLAT scores which demonstrated an increase of second language acquisition, for example one ELL student who previously scored Transitional learner demonstrated advancement in L2 in the modality of reading getting a score of 012 on the 2015-2016 from 009 in 2013-2014 NYSESLAT alerting the ELA educator to challenge the student regarding reading comprehensional skills in the classroom. Another example is one of our Sixth grade students who scored a 027 on the Writing portion of the 2015-2016 NYSESLAT as oppose to 023 on the previous NYSESLAT 2013-2014. Following this increase in modality, the ENL educators will slowly begin removing some of the scaffolds created to assist students to begin writing with little assistance.
    - c. The ELL Periodic Assessment is design for ELLs to provide detailed information about the scholar's English Language development. Scholars' knowledge of English is assessed in two modalities reading and writing. The ELL Periodic Assessment offer predictions toward the results of the NYSESLAT. It informs school staff how well the scholars will perform on the NYSESLAT, therefore, it can be utilize as another tool in assisting educators to plan and deliver instruction more effectively to ELLs. The scholar's native language (L1) is used in each program as a resource to assist the ELL scholars in understanding the tasks, essential questions, objective, and classroom procedures when all other accommodations have failed in providing assistance. The L1 is used primarily with scholars who have scored a level of Emergent/Entering according to the NYSETILL or the NYSESLAT.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [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? Eagle educators take into careful consideration the ELLs' development of T2 (English as a Second Language) through the use of the data accumulated from state and in-house assessments; for example, the English Language Arts Assessment (ELA), Mathematics State Assessment, Mid term Writing Periodic Assessment, NYSESLAT; and educator's daily observations. Content-area educators used reports issued of the ARIS website. As a result of it, an Eagle educator uses different types of scaffolds and accommodations to ensure an appropriate and gradual second language development within their daily instructional delivery. Some of these scaffolds are: the use of graphic organizers, summary of previous lessons, the incorporation of ESL methods within their general education instruction (TPR, LEA, and Language Approach), Smart boards, interactive power point slides, realia (real objects), Accountable talks, oral presentations, visuals, vocabulary protocols, and opportunities for ELLs to work independently in a small group instruction with

non-ELLs. At Eagle, we pride ourselves on educating all of our scholars' in a manner in which not only do they excel academically, but one in which they advance in their language development in and not just for the ELLs, solely. We provide a uniformed language/academic enriched instruction in all content areas using the data gathered from different sources both state as well as in-school assessments, teacher-made exams and classroom observations.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. 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).

At Eagle we evaluate the success of our programs for ELLs by observing how our ELL population advances from one second language level to the next; this data which is obtained by the NYSESLAT results. Also, on a daily basis we evaluate the success of our academic programs by the ELLs successful performances on in-class academic activities, formal/informal assessments, and moving a level higher in their ELA and Math state assessments.

## 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.

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

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

The HLIS could be offered in Spanish if the the family cannot answer the English version of it. At Eagle the staff speaks only English, except for the ESL Coordinator who speaks Spanish as well. The ESL instructor/Coordinator is the only one who adminsters the NYSITELL to newcomers to NYC Public School System. The ESL coordinator is certified in ESL K-12 and has been teaching for fifteen years.

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).

In order for SIFE to be accurately identified and recive instructional services, it is required that educators create a baseline about the nature and scope of the student's background knowlegde, numeracy, and language skills. the identifiaction of SIFEs relies solely upon the provision of documentation collected throughout the process. During this process the ENL Cross-Disciplinary Team places the

student(s) in an ENL standard-based in conjunction with content area classrooms. Diagnostic assessments are provided in the student's L1 to determine the numeracy and literacy skills. These assessments accompanied by information collected during the intake process, will provide clearer picture of the needs of the student. To ensure that students are being evaluated accurately, we use the ALLD (The Academic Language and Literacy Diagnostic) which is a cumulative test of literacy and Math skills, comprising of items from grade levels one through eleven. The ALLD is currently available in Spanish and English each consisting of two (2) booklets a literacy and math booklet.

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 Home Language Survey should be administered to each student registering in NYC public schools. If the Home Language Survey indicates a language other than English, the student should be screened for ELL services. If students qualify for ELL services they are assessed on an annual basis to determine progress. Furthermore, at the time of enrollment we ask the parents to present a copy of the latest IEP revision; therefore, to ensure that the school can provide both, language accommodations as well as the in-class modifications as stated in the IEP.

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.

Based on the scores as a result of the NYSETILL, the ESL Coordinator/Educator completes a generic entitlement/non entitlement letter which states that as a result of the diagnostic assessment the child is or not entitled to receive second language acquisition support. This letter contain contact information of the ENL Coordinator and the signature of the school administrator. The letter is written in the parent's language of choice and it is send home through certified mail, so the school receives a receipt upon delivery; therefore, keeping record of the letters sent home.

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).

At Eagle, we like to be perfectly clear with our parents regarding their rights and responsibilities regarding their children's access to all aspects of academia that can assist them in progressing not only in acquiring English in all of its modalities, but to advance academically as well; therefore, upon enrollment when the ENL educator orally conducts the language survey, s/he reviews with the parents what are the steps and procedures to determine if their child will need second language assistance. The ENL instructor proceeds to invite the parents to witness and participate in a presentation in which they are presented with all three programs that are available for their selection (TBA, Dual Language, and Freestanding ENL). The educator will share a video presentation with parents and will pause it to answer any questions they may have regarding the particular program being previewed. Once the presentation is finalize, the educator will express to the parents their right to select a different second language program, which they believe will be a better fit for their child; furthermore, the educator will proceed to explain the steps in making the change become a reality, thus emphasizing that the school should assist them in searching and finding a school that is close to the child's home and has the desired program. Moreover, the parent can suggest that the program be opened in our school; however, depending on the program, we will need a specific number of participants to go through with it. Once the school gets the accurate number of students, minimum of 15 to 20, the school is responsible for hiring a certified educator and materials required to make the program fully functional.

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.

Upon enrollment time, parents are informed of the program(s) the school currently offers. However, during Parent Welcome Night, the ENL educator invites the ENL parents to participate in a meeting in which she shared a video presentation that explains how the different programs work in assisting the ELL to achieve success in acquiring English. Selection Program letters, which are translator into parents' preferred language in advanced are immediately distribute after the question & answer section following the video presentation. The ENL Coordinator assist the parents in making the selection they feel best can help their child. Once the parents sign the form the educator safely place it in the student's Cumulative Record.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents are invited to a non-DOE mandated video in which they will preview a video explaining the three language programs. Parents are given the opportunity to select a program and sign the letter. However, as per the Aspira Consent Decree, states that if a parent does not chose any of the programs available: TBA (Transitional Bilingual Program), the Dual language, and the Freestanding ENL the default selction will be the bilingual program. At Eagle, we ensure that after watching the video parents do not leave without making a selection.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
At Eagle, once the video presentation has been completed and parent's questions have been answered, the ENL educator will proceed to hand out to parents the language program selection letters in the parents' language of choice. Once parents have made their choices, the educator will collect these forms and place them in the student's cumulative record.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Our school ensures that placement parent notification letters are distributed in several ways. if the letters are mailed, the school sends the letters as certified mail in order to receive a confirmation once the letter has been delivered. If the letter is signed after the video presentation, the ENL educator will give a copy of the signed letter to the parent and will conserve the original to be placed in the student's cumulative record.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Our school retains all ELL documentation for each student by inserting it the student's cumulative record, ELL's folder, which is kept by the ENL Coordinator, and if the document is online, the ENL Coordinator will create a computer folder to be preserved her computer desktop.
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.  
Prior to the NYSESLAT testing window opening, the ENL Coordinator conducts an investigation on ATS to ensure the ELLs that need to be tested for language proficiency. The RNMR report will provide a breakdown of the NYSESLAT by modality. For the oral interview section of the assessment, the ENL educator selected an individual student to be interviewed. The educator explains and read the test script to the student to inform of what ls about to take place. For each of the modalities, which is comprise of a reading, listening, and writing sections, all the ELLs are selected and are directed to the ENL classroom in which they are prompted to the different parts of the test as scripted in the instructional part of the assessment. For the listening section, the educator sets up the students to listen to the narrative to be able to answer the questions related to the listening. For the subsequent sections, the proctor reads the instructions and the examples and prompts the students to ask clarifying questions ONLY about the instruction. Once all students are clear on what to do, the teacher asks the students to open the booklet and begin the section and not to stop unless they reach the page with the word STOP or other way instructed. This same pattern is followed for all the sections of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Once the ENL educator receives the score of the latest NYSESLAT, the data of such assessment determines the students who are transitioning out of the program and those who continue to be entitle to ENL services. These transitioning and continue-entitlement letters will be sent home in certified mail and in the parent's languae of choice.
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 past parent surveys and program selection forms, the trends found is that parents are more interested in having their children inmeresed in acquiring English as a second language through a Freestanding English as a new language (formerly known as ESL). The total of notifications and surveys received in the previous years have all supported the Freestanding English as a New Language; therefore, our aligned our program to the parents wishes.

## 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.

Freestanding English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students in freestanding ENL programs can come from many different language backgrounds, and English may be the only common language among the students. As per CR Part 154, there are 2 types of ENL:

    - Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction.
    - Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or coteaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.
  - b. TBE program. *If applicable.*
  - 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)?

At the secondary level, ENL is often departmentalized; however, at Eagle Harlem, ENL is delivered in the following 3 ways:

Push-in model: an ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning.

Pull-out model: ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. ENL teachers need to plan carefully with general education teachers to ensure curricular alignment and continuity of instruction.

Self-contained model: ELLs are grouped together in an ENL class, usually for the entire school day and for all content instruction

ging

As part of the CR Part 154 ENL Units of Study:

Entering 3 units of study per week (540 mins), Emerging 2 units of study per week (540 mins), Transitioning 1 unit of study per week (180 mins), Expanding 1 unit of study per week, Commanding former ELLs continue to receive services for an additional two years\*\*

STAND-ALONE ENL Entering 1 unit of study in ENL (180 MINS) Emergent
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.

The language used to deliver instruction across all academic subjects is English. The educators at Eagle used different ENL methods and/or approaches to scaffold the content in their classes to be able to assist the ELLs in meeting the daily objectives. Some of these approaches and methods are the use of graphic organizers, summary of content and or readings, related readings with simpler wording, translations in writing or verbally, plethora of visuals aid the ELLs in making the visual connection, listening of stories told orally (recordings), repetition, and the use of shorter and simpler grammar sentences when lecturing.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
 ALL teacher-made assessments are in English; however, when addressing the needs of those students in the Entering and Emerging levels if we do not have anyone on staff that can translate the assesment, the school will contact the office of translations to assist the particular ELL(s) with oral or written translations.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
 In the ENL classes, the ENL educator ensures that the daily instruction is focused on all four language modalities (listen, speak, read, & write); furthermore, these modalities are equally assess on a daily basis through instructor's observations. formal/informal assessments, in-class projects, drills, students collaborative/individual work, and oral, written, reading, and writing in-class activities. the other academic-subjects mirror equal tasks.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status

SIFE

Based on the results of the SIFE oral interview with student and the family and after providing the student with a literacy dioagnostic, preferrably in the students L1 or in a language he feels comfortable, the educator will tailor the instruction to the student's Zone of Proximal Development using a myriad of images and different types of listening followed by oral exercises with little to no writing, at first.

Newcomer

After orally interviewing the child and assessing him with the NYSETILL, based on the results of the assessment the educator will proceed to tailor instruction to fit the student's both, academic ans social language skills through games, scaffold work using word and sentence starters, cloze activities, and the use of visual assistance at ll times.

Developing

ELLs at the stage of developing which are the students at the Transitioning and Expanding levels will receive instruction that is less scaffold with lesser images and fewer sentence starters. Independent reading will be fostered and group collaboration where they are asking and answering questions in T2 will be a bulk of their class evaluation.

Long Term ELLs

The focus of instruction for this population is to achieve academic and language independency not only in the ENL classroom, but in all other subject areas. In the ENL classes, particularly, the focus will be in fine tunning skills like reading with purpose, scanning the reading to answer multiple choice questions, re-instating the question in a declarative sentence to answer questions, writing paragraphs and essays using graphic organizers, and finally being accountable for accurately speaking in T2, thus using proper grammar.

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.  
 At Eagle, even if an ELL achieves the level of Commanding, we adhere to the rule of continued services for a significant amount time after the new classification has been determine. In other words, we DO NOT DISCONTINUE services immediately for a non or a re-identified ELL.
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?

For the ENL class, we are using the following materials: Continental's New York ELLs, gGETTING ready for the NYSESLAT and

other supplementary materials to assist students in achieving expanding and commanding through all four language modalities in T2.

Humanities Grades 6/7/8 Expeditionary Learning Series

Math 6/7/8 CMP3 Curriculum

Strategies:

Interactive lessons with hands-on activities and cooperative learning,

- Encouragement of creativity and discovery,
- Versatility and flexibility,
- Enhancement and support of the mainstream curriculum,
- Opportunities for all students to feel successful, Accommodation of the needs of students at different levels of ability, and
- Integration of language skills, thinking skills, and content knowledge

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?

At present we do not have ELLs with an IEP; however, we ensure that the IEP goals are met in conjunction to providing the language modifications to support both language and academic instruction to be able to make instruction more comprehensible.

Chart

**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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

**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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

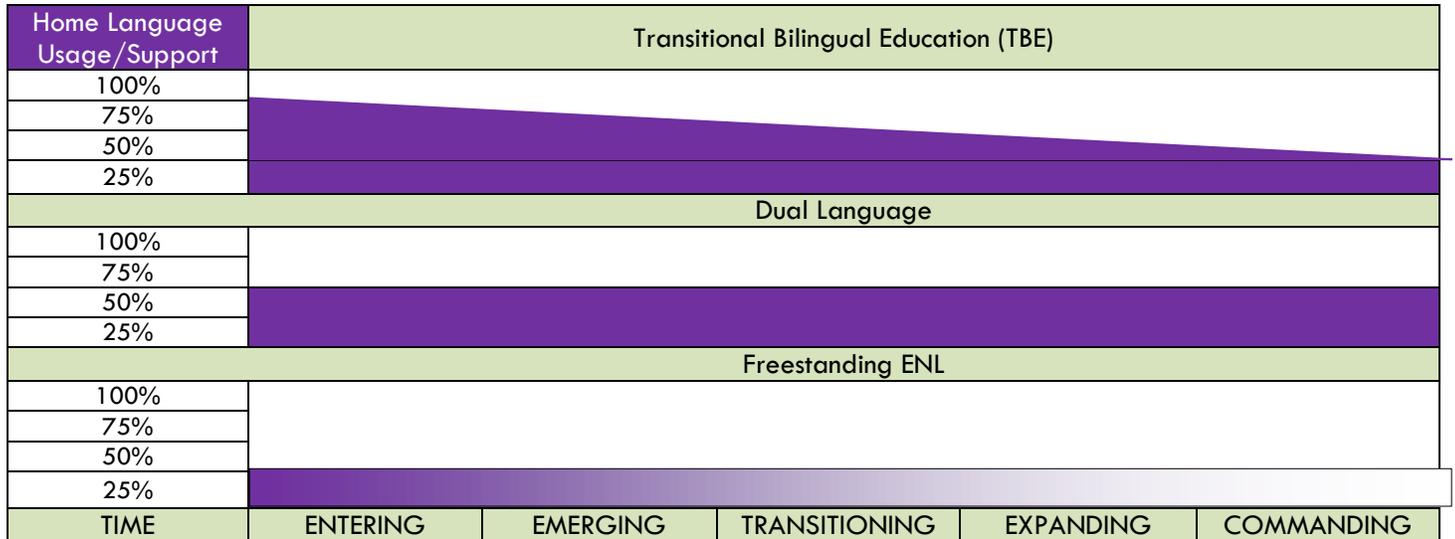


\*Note “other approved services” does not apply to New York City at this time.

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 targeted intervention services consist of pulling out students for one-to-one or small group instruction with the Special Ed Educator, mini lessons of required skills to master class content, scaffolding of class work, use of realia and or visuals to enhance and facilitate instruction, use of graphic organizer that are displayed in the classroom to be used as reference, and the after school program which gives the students an opportunity to receive more explicit instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The effectiveness of the Standalone ENL program relies on teacher-to-teacher collaboration through the sharing of lesson plans and best practices , which are carried out from one lesson to another. Part of this collaboration is that the ENL educator follows the NLA curriculum to a certain extent and uses some of the readings and tailors them to meet the language objectives of the ENL lessons.
12. What new programs or improvements will be considered for the upcoming school year?  
The partnering with the organization Sheltering Arms to be able to continue building students academic concepts and assist them in exploring their artistic side by learning how to play a musical instrument, paint, and dance.
13. What programs/services for ELLs will be discontinued and why?  
No services or programs will be discontinued for the ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
The ELLs are guaranteed full participation to all programs available as they are NOT excluded from any program during or after school. The ELLs are informed of all of the programs which they can benefit from by verbal announcements, phone calls home, house mailings and emails. The afterschool program is comprised of certain times of it with academic support and the other days is devoted to partnering with the organization Sheltering Arms to provide social and artistic support and/or outlet to our boys.
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.  
English Grammar Word builder, ESL Short Stories, Kids Vocab by Mind Snack, EF high flyers, and Word Generation
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home language support is delivered according to what was stated in the HLIS. Also, the ENL educator translates letters or speaks in student's L1 (Spanish and some French)
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Being that at present, our ENL population is comprised of very few students (10 including current and former ELLs) it has been feasible for the ENL educator to ensure that the ELLs required services and resource supports are being provided.
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).  
At Eagle Harlem, we have the Summer Bridge program, which allows them to learn the structures, culture, and staff of the school prior to starting the school year. This program takes place in the summer.
19. What language electives are offered to ELLs?  
The only language elective that ELLs receive at Eagle is Latin.
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.)  
The ENL Coordinator/Educator provides PDs for the instructional staff when meeting in grade levels or departments. Also, we have educators from the Eagle foundation who come to the school and offer ENL PDs. The school administrative team, also provides PDs which addresses effective ENL strategies.

Calendar of PD dates for current school year

1. September 2015: Special Populations
2. November: In the know...understanding our ELL's from a Data Perspective
3. January: Vocabulary Strategies for all: Examining effective strategies for teaching and developing vocabulary for all groups.
4. March: Math Strategies for all: Examining effective strategies for teaching and developing math conceptual understanding for all groups.

Description of workshops for staff (paraprofessionals & secretaries) workshops to support ENL educators to align their instruction to the Common Core

1. September 2015: Special Populations

Description: This PD will provide staff with an overview of how special populations are determined, who makes up our special populations at Eagle and how we are begin to support them and their families.

2. November: In the know...understanding our scholars from a Data Perspective

Description: This PD will have staff engaged in looking at baseline data to create supports for ELL and Special Education scholars.

3. January: Vocabulary Strategies for all: Examining effective strategies for teaching and developing vocabulary for all groups.

Description: This PD will focus on specific strategies for supporting ELLs with vocabulary.

4. March: Math Strategies for all: Examining effective strategies for teaching and developing math conceptual understanding for all groups.

Description: This PD will focus on showing staff specific strategies for support ELL's in building math concept understanding.

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?  
Professional development offered to Eagle teachers of ELLs that is aligned to the CCLS: Sheltered Instruction Lesson Preparation, utilizing Sheltered Instruction, strategies for Teaching Beginning English Language Learners Across the Curriculum, for vocabulary and phonics for ELL, and read-aloud strategies for ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
First of all we must look at the ENL level of the incoming student; therefore determine the instruction to follow. The ENL educator will provide the staff with scaffold lessons accompanied with visuals and work tailored to assist the ELL with language acquisition to be able to have equal access to instruction and thus begin assisting with the transition from elementary to Middle. Also, the ENL educator will follow the incoming student throughout the first few days (including the mandated minutes for L2 acquisition) to provide one-to-one guidance in L1 and facilitate the process of adapting to middle school. The Social Worker will provide one-to-one or group counseling for the incoming ELLs who are experiencing difficulty adapting to the new school. In these sessions, the Social Worker will engage the ELLs in social-activities, for example playing table games, writing a free journal, or simply having the ELL(s) express how they feel in the new school. Finally, the Social Worker will suggests strategies that they can utilize on their own throughout the period of adaptation.
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.

At Eagle, we design professional development design to be consistent with the mandates on the CR Part 154. During the week, the educators are professionally developed on Monday and Friday. Each PD session lasts 2 hours and thirty minutes. The PDs offered at Eagle will provide staff with an overview of how special populations, our ELLs and the sub populations are determined and how we are

supporting them and their families. Engaged in looking at baseline data to create supports for ELL and Special Education scholars. The PD agendas, sign in sheets, and handouts provided to the staff being developed is maintained by the administrative team.

### 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?  
The school meets with the ELL parents during Parent Welcome Night, Parent-Teacher Meetings, and ESL Workshop for Parents. In these meetings we provide refreshments and translations, both oral and in writing. The parents are provided with translation services, both in writing and speaking. If a parent speaks a language that is out of the locust of any language other than English spoken by staff members at the school, the ENL Coordinator contacts the DOE Translation Unit and requests a translator for the event. For the ELL families, the ENL Coordinator designates at least two (2) meetings throughout the year in which several topics are discussed with parents. Some of these topics are: student's academic and language progress, behavior, program selection choice, and will model strategies on how to assist their child(ren) with the homework.
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.  
The initial parent choice is recorded in the ELL Parent Choice Update screen (ELPC) in ATS. Parents have the option to select another program by writing a letter to the principal. All followed changes to parent choice, after the initial parent choice, can be made the BNDC screen. on ATS. The Parent Survey and NYCDOE | 35 Program Selection Form must be completed and placed in the student's cumulative folder (along with any subsequent written consent to change ELL program choice).
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
The Parent Coordinator develops professional development for the Parent body At-Large. Over the course of the year, the parent coordinator will host parent workshops that specifically support families of ELL's. The first, which was held by the ENL Coordinator, focused on providing necessary information and providing a added sense of awareness around how to support their child in and out of school. Throughout the meetings their will be a translator from the school or the DOE Translation Unit to assist them in understanding what is being discussed and to be able to actively participate by providing them with a voice.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Yes, Sheltering Arms and the YMCA. The Sheltering Arms program is our school's official after-school program. Sheltering Arms engage with our students by assisting them with homework assistance and tutoring services. Besides these services, Sheltering Arms provides further instruction in the Arts, time for students to socialize in a controlled setting in which students are given the opportunity to interact with others though guided activities facilitated by a Sheltering Arms educator. The students are also take on different field experiences in which they are exposed in opportunities to continue learning, but in a different setting, the city. Eagle Academy developed a partnership with the YMCA to serve our students in developing their physical bodies though physical activities like basketball, Gym, board games, and use of technology. As within all school activities, all parents are welcome to participate with their children in the after school program as well as in the YMCA.
5. How do you evaluate the needs of the parents?  
At Eagle Harlem, we evaluate parent's needs as we read, discuss, and implement parents suggestions as a result of the DOE Parent Survey, PTA, and the non-mandated ELL meetings. For the surveys we read through it and pull out those answers which represent parent's concerns regarding their children's safety, academics, and socialization development. As a team we talk about these concerns and try to create solutions that are implemented school wide and later shared with the families. In the PTA meetings, all parents are invited, particularly ELL families (translation is provided for those in need) and we offer a space to actively voice their concerns and to suggest ideas to improve the situation. Finally, within the ELL non-mandated meetings, the ELL parents are given an opportunity to meet other ELL parents to be able to share concerns and to brainstorm ideas on how to ensure their children are adjusting well to the school, educators, students, and most importantly, making them feel a part of the community.
6. How do your parental involvement activities address the needs of the parents?  
At Eagle we work cooperatively with our partners and based on what their needs are we conjure a plan in which we find a common ground of needs and wants to be able to assist each other and work toward reaching the goal of aiding our ELL population.

#### **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.

N/A

## **Part VI: LAP Assurances**

**School Name: Eagle Academy for Young Men of**

**School DBN: 05/148**

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)
Mahaliel Bethea, II	Principal		1/1/01
Catrice Davis	Assistant Principal		1/1/01
Christopher Graham	Parent Coordinator		1/1/01
Jackeline Andrade	ENL/Bilingual Teacher		1/1/01
Tracy Shaw	Parent		1/1/01
Lakia Washington	Teacher/Subject Area		1/1/01
Barbin Ramos	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
Gale Reeves	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **05/148**      School Name: **The Eagle Academy for Young Men**  
Superintendent: **Gale Reeves**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

At the Eagle Academy for Young Men of Harlem we ensure that communication to our families adheres to their language of preference as they previously stated in part III of their HLIS (Home Language Identification Survey). During enrollment time, the English as a New Language) ENL Coordinator conducts an oral interview in the English language unless the family specifies differently. As the interview is being conducted, the ENL Coordinator will be completing the HLIS in which the parents will be addressing questions regarding the language spoken at home. Specifically, in part III the interviewer asks questions about the language in which s/he would like to receive communication in both writing and orally. A second source of information used to ensure parents' language needs are being addressed is by accessing the ATS report entitled Adult Preferred Language Report (RAPL) which clearly states the language parents wish to be communicated regarding school functions, news, and events; both orally and in writing. The Student Emergency Cards is a great source to ensure bfamilies are being communicated with in their L1 (Native language) or in a language of preference. Finally, the School Parent Survey is another useful tool we utilize to continue ensuring that our families are receiving information about the what is taking place in our school campus.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The parents preferred languages for both written and oral communication are: English, Spanish, Fulani, Haitian Creole, Portuguese, and French. Some of our families who come from countries, for

example, Senegal speak Wolof at home, but insisted on the HLIS to receive oral or written communication from the school in either, French or English.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents in which the school disseminates information every year that require translations are: Eagle Student Booklet, Eagle newsletters, school calendar, After school program letters, Parent Association letters, Parent Contact forms, Important Communication notices, Important Dates notices, Eagle Harlem School Celebrations notices, for example, Thanks Giving Feast, Welcome Parent Night Invitations, and the Multicultural Lunch/Exhibit. Other documentation we translate to families L1 are the School Wide notices regarding curriculum, academic instruction, and/or school events, out-of-school field experiences, letters providing information about event taken place outside of the school community that can affect the school family, for example, the academic year 2014-2015 the ENL Coordinator translated a document which addressed the most frequently asked by the community in regards the the Ebola virus. Also, the ENL Coordinator, translated letters on behalf of the educators and Social Worker to parents regarding their child's academic and behavioral development, registration forms and list of school utensils the students will be requiring to ensure a successful academic year. These translated documents and/or letters are distributed to parents by mailing them to the families home address and personally handing them in at a school meeting or event.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face-to-face meetings we typically have at Eagle Harlem are Parent-Teacher Conferences, Welcome Parent Nights, Parent Language Program Selection meeting, IEP Meetings, Curriculum Night. Also, informally educators meet face-to-face parents during school exit time when parents come to take their children home, parent visits the school for a particular reason and the educators have an opportunity to meet again, face-to-face and discuss any pertinent issues regarding their child academic and social advancement.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

At Eagle we pride ourselves with establishing long lasting relationships with all of the families of the students we serve; therefore, having this close relation, we already understand where the need for translation will be required. However, the ENL Coordinator reviews the ATS report RAPL to ensure that all families who required a specific language to be orally communicated with or in writing is accurately achieved. The school administrative, Parent Association, educators, and Related Services and Support staff ensure that documents and/or letters are provided to the in-house translator (ENL Coordinator) for immediate translation. Othe languages spoken by our families are Fulani and Wolof, and French Creole, unfortunately the in-house translator does not have access to resources that can translate to either language; moreover, the school contacts the DOE Translation & Interpreting Unit to provide the school with their services. Finally, if the DOE cannot facilitate the school with a translator, the school conducts a search for an outside vendor to assist the school with remedying the issue.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The Eagle Academy of Harlem will meet the interpretation needs of our families by translating all documents through the four language modalities or strands which are (listening, speaking, reading, and writing). These translations or interpretations will be provided verbally (face-to-face), in writing, or via phone conversation. The ENL Coordinator is the designated person to provide these services in Spanish and in some Portugese and French. Other languages, for example, French Creole, Wolof, and Fulani the ENL Coordinator will contact the DOE Translation & Interpretation Unit or an outside vendor, if the language assistance is required.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Being that this is Eagle Harlem's third year in existence, our population is relatively small in comparison to other schools; therefore, we ensure that all staff members are cognizant of how to use translation services through emails directed to the ENL Coordinator. If the language in need is Fulani, French Creole or Wolof, which we currently have seldom resource to support its translation, then the ENL Coordinator contacts the DOE Translation & Interpretation Unit or an outside vendor if the services cannot be provided.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

**Checklist of Notification Requirements**

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

In the school's office there will be an enlarge poster of the Chancellor's Regulation A-663 dated November 2, 2007, which clearly states the procedures to ensure that limited English Speaking parents will be provided with a meaningful opportunity to participate in or to have access to programs and services critical to their child's education.

**Part F: Monitoring and Quality Control**

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will ensure to gather feedback from parents on the quality and availability of services through the Parent Survey, informal one-to one parent feedback, parents emails, and phone calls in which parents become knowledgeable to the point of contact person in the school to meet their needs and wishes.