

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R028

School Name:

THE EAGLE ACADEMY FOR YOUNG MEN OF STATEN ISLAND

Principal:

JERMAINE CAMERON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Eagle Academy for Young Men of Staten Island School Number (DBN): 31R028

Grades Served: 6, 7

School Address: 101 Warren Street Staten Island, NY 10304

Phone Number: 718-727-6201 Fax: 718-727-6206

School Contact Person: _____ Email Address: jcameron@schools.nyc.gov

Principal: Jermaine S. Cameron

UFT Chapter Leader: Nicole Quainoo

Parents' Association President: Glenda Colon

SLT Chairperson: Jermaine Cameron

Title I Parent Representative (or Parent Advisory Council Chairperson): Glenda Colon

Student Representative(s): _____

District Information

District: 31 Superintendent: Anthony Lodico

715 Ocean Terrace, Bldg. A, Rm. 141

Superintendent's Office Address: Staten Island, NY 10301

Superintendent's Email Address: alodico@schools.nyc.gov

Phone Number: 718-420-5657 Fax: 718-420-5677

Borough Field Support Center (BFSC)

BFSC: Staten Island-District 31 Director: Kevin Moran

715 Ocean Terrace Staten Island, NY 10301

Director's Office Address:

KMoran2@schools.nyc.gov

Director's Email Address:

718-556-8367

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jermaine S. Cameron	*Principal or Designee	
Nicole Quainoo	*UFT Chapter Leader or Designee	
Glenda Colon	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Glenda Colon	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	
Kristina Quinn	Member/ UFT	
Demar Manradgh	Member/ UFT	
Abraham Baker	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Crystal Lauren	Member/ 6th Grade	
Gillian Mullings	Member/ 6th Grade Parent	
Catherine Jackson	Member/ 7th Grade Parent	
Tranisha McCall	Member/ 7th Grade 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.

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. As an all-male single gender school we have created academic and social structures that support and develop our young men throughout their seven-year experience at our 6- 12 school. Our school culture of mentorship and shared responsibility is supported through our house model approach. At Eagle, we expect all Scholars to follow the rules and expectations of Eagle and embody all the Eagle core values to ensure that our young men reach their full potential as globally conscious and globally competitive community leaders.

The single greatest challenge that we experienced as a school was the lower performance of most of our students. In the 2014-2015 school year, 43% of our student population came in below grade level in ELA and 49% below grade level in Mathematics. As such, the school leader and staff explored ways in which to develop partnerships to ensure that the adequate support systems are in place for our students.

For the 2015-2016 school year, our school will participate in the Middle School Quality Initiative operated by the Office of Interschool Collaborative Learning (OICL). The goal of MSQI is to ensure that all children entering 9th grade can read on or above grade level and are firmly on the path to high school, college, and career success. This initiative is built on the Five Pillar Literacy Framework based on the Carnegie Corporation's Reading Next Report which makes formal recommendations for both instructional and structural shifts for secondary schools. As a school growing into a 6-12 model, this initiative is an ideal fit. .

Another partnership that the school will have for the 2015-2016 school year is the SONYC OST program. SONYC will provide out students with the support of caring adults and offer engaging, fun activities designed to encourage participants to pursue their passions and help them through the challenging years of early adolescence, often a difficult and demanding time for both students and their families. In brief, this program will reinforce the joy of learning.

Young men in the subgroup of Student With Disabilities (SWDs) account for 36% of our population in the 2014-15 school year. As such, the need to develop a robust advisory/mentoring program will need to be developed. The staff and school leaders will work together to develop a program called STOMP-Student Teacher Outreach Mentorship Program. This enables both teachers and students to work more collaboratively to meet the social-emotional needs of students in this subgroup and tackle the obstacles to their learning.

For the 2014-2015 school year, the elements of the Framework in which our school made the most progress in are developing avenues for our teachers to collaborate and strong family-community ties. Going forward, an element of focus for us will be rigorous instruction and trust, especially since our staff will be expanding.

31R028 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	62	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
				4
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		48.2%	% Attendance Rate	N/A
% Free Lunch		N/A	% Reduced Lunch	N/A
% Limited English Proficient		N/A	% Students with Disabilities	N/A
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	N/A
% Hispanic or Latino		N/A	% Asian or Native Hawaiian/Pacific Islander	N/A
% White		N/A	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.34	# of Assistant Principals (2014-15)	N/A
# 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)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	N/A
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
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			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.

Based on feedback that we received on the 2014-2015 School Quality Report, we found that there was:

- Uneven opportunities for students to engage in activities that guided them in higher order questioning and strategic thinking.
- Uneven practices of differentiated instruction across classrooms for students of varied learning abilities.
- Uneven teacher knowledge in how to create CCLS aligned tasks.

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, all students, including ELLS and SWDs, will demonstrate progress toward achieving State Standards as measured by a 15% increase in students scoring at levels 2 and 3 on the NYS ELA and Mathematics assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teacher programs will include daily common planning time that will be utilized to write CCLS aligned curricula; analyze data, and differentiation for all types of learners. Supervisory and support staff will guide teachers in focus areas.</p>	<p>All teachers</p>	<ul style="list-style-type: none"> • Daily • September 2015- June 2016 	<ul style="list-style-type: none"> • Principal • Instructional Coach • Team Leaders
<p>A cyclical professional development plan will be developed based on teacher feedback, student data, and Advance data.</p>	<p>All teachers</p>	<ul style="list-style-type: none"> • Weekly • September 2015- June 2016 	<ul style="list-style-type: none"> • Principal • Instructional Coach • Team Leaders
<p>In addition to Common Planning Time, teachers will be given the opportunity to form interdisciplinary teams to facilitate discussions around trends in particular classes. This will foster the development of interdisciplinary academic connections and student support from all teachers. The principal, instructional coach and team leaders will provide guidance and facilitate discussion.</p>	<p>All teachers</p>	<ul style="list-style-type: none"> • Weekly • September 2015-June 2016 	<ul style="list-style-type: none"> • Principal • Instructional Coach • Team Leaders

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Master Schedule • Professional Development Time after school • Consultants 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

- By February 2016, supervisors will have conducted a minimum of half of the informal observations for each teacher. Using this data will enable the supervisor to assess the next steps in the progression toward the goal.
- By February 2016, teachers will use formative assessment data to gauge the progress of their students, particularly ELLs, SWDs and advanced students.

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.
-
- Inconsistent understanding amongst teachers regarding students’ social emotional health, etc.
 - Need to improve student conduct as part of the push to improve student achievement.
 - Many teachers do not go beyond the actions of making calls to students’ homes to inform families, or reporting an incident to the dean or principal.

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, the school leader will develop a communication and accountability system to involve all school constituents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Weekly common planning will be included in teachers’ programs to facilitate discussion of student conduct and strategize for support and action steps.</p>	<p>School wide</p>	<p>• Weekly</p>	<p>• Principal</p>

		• October 2015-June 2016	
Develop an In House Student-Teacher Outreach Mentorship Program related to our House Model. This program will meet once each week during an advisory or lunch period in small groups lead by a teacher. Social/emotional and academic topics will be discussed so that student can learn to interact with one another and develop positive strategies for coping with issues.	<ul style="list-style-type: none"> • School Wide • At risk students paired with student leaders 	• October 2015- June 2016	<ul style="list-style-type: none"> • Principal • Guidance Counselor • Staten Island Mental Health Social Worker • Teachers • Student 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.											
<ul style="list-style-type: none"> • Additional partnerships with consultants in the area of Social/Emotional development to provide workshops throughout the year. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Meet with the school’s PTA to assess the school’s mission/vision statement to establish whether or not parents feel that the social/emotional developmental health of their students is being supported. • Review the number of teacher and dean referrals and suspensions to determine the best approach with restorative measures.
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.

Based on an extensive review of the School’s Quality Review Report, the need to have engaging, rigorous and coherent curricula in all subjects that are aligned to the CCLS highlights the following:

- Units of study must be developed to include multiple entry points
- Daily lesson plans must be aligned to the CCLS
- Lesson plans must reflect specific differentiation plans for ELLs, SWDs and advance learners
- A need for rigorous tasks across content areas to promote college and career readiness

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, ELA and Social Studies teachers in grades 6 and 7 will collaboratively develop rigorous CCLS aligned units of study, lesson plans and performance tasks to improve rigorous instruction as measured by the development of 5 units of study.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Creation of content and interdisciplinary teacher teams	All teachers	September 2015-June 2016	<ul style="list-style-type: none"> • Teachers • UFT • Principal
Create a committee to assess teachers' needs regarding professional development and best practices.	All teachers	Weekly September 2015-June 2016	<ul style="list-style-type: none"> • Teachers • Instructional Coach • Principal
Create an inter-visitation program among teachers so that they can offer each other authentic feedback regarding instruction and student achievement.	All teachers	5-6 times throughout the year	<ul style="list-style-type: none"> • Teachers • Instructional Coach • Principal
Teacher teams will collaboratively analyze, adapt and implement CCLS units of study and daily lesson plans which will include multiple entry points for all students, specifically ELLs, SWDs, and advanced learners.	All teachers	August 2015-June 2016	<ul style="list-style-type: none"> • Teachers • Instructional Coach • Principal

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Master Schedule to include Common Planning Time • Use of the 80 minutes of Professional Development time on Tuesdays each week • Creation of an instructional coach to help facilitate team meetings • Laptops, iPads, etc.
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 5 – Progress Monitoring

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

By February 2016, ELA and Social Studies teachers will have 2 to 3 CCLS aligned units of study as measured by student work products and curriculum maps.

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 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.

According to the 2014-2015 Quality Review Report, as noted on Page 2:

- The school’s leader consistently communicates high expectations and provides training on them to staff.
- High expectations are conveyed to staff through pre and post observations, meetings and weekly professional learning opportunities.
- The school deigned an additional progress report to keep families further updated on student academic and social behaviors.
- The school’s leader has offered family workshops on the Common Core Learning Standards, and math and literacy in the home.

According to the 2014-2015 NYC School Survey Report:

- 71% of our teachers in our school think the principal communicates a clear vision for the school.
- The percentage of positive responses was above the citywide average in 5 of the 6 categories.
- 88% of our students feel that our school offers enough variety programs, classes and activities.
- 100% of parents are satisfied with the education that their child receives.

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, the school leader and teacher leaders will create and implement a professional development plan that builds teachers’ capacity to use differentiated questioning and discussion techniques to ELLs, SWDs and advance learners, resulting in a 50% increase in teachers improving one performance level reflected in component 3b— Questioning and Discussion Techniques in Advance .

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Concise school-wide instructional goal based on component 3b will be written based on 2014-2015 Advance reports and Quality Review Report.	All teachers	The goal will be written and revised by January 2016.	<ul style="list-style-type: none"> • Principal • Teacher leaders
Using feedback from supervisor and team leaders, teachers will write professional development goals aligned to the school-wide instructional goal in order to guide their professional growth.	All teachers	<ul style="list-style-type: none"> • Monthly • September 2015-June 2016 	<ul style="list-style-type: none"> • Team Leaders • Instructional Coach • Principal
Topics for weekly PD sessions will be developed collectively based on the PD plan, teacher feedback and formative assessment data from informal classroom observations. The goal of these sessions is to monitor and make progress towards the school wide instructional goal.	All teachers	<ul style="list-style-type: none"> • Weekly • September 2015-June 2016 	<ul style="list-style-type: none"> • Teachers • Team Leaders • Instructional Coach • Principal

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.											
<ul style="list-style-type: none"> • Master schedule programming to allow for common planning time • Use of the 80 minutes of Professional Development time on Tuesdays each week • Creation of an instructional coach to help facilitate team meetings 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

- Supervisory staff will conduct a walk-through of the entire school in order to obtain a snapshot of progress towards meeting school-wide goals
- Mid-point conference with each teacher to discuss progress towards their individual goals and the school-wide instructional goal.
- Identify specific teachers that need additional support using data from Advance and provide coaching.

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.
- According to the 2014-2015 School Quality Review Report, our area of celebration was in the area of School Culture. Specifically, establishing a culture for learning that communicates high expectations to staff students, and families, and provide supports to achieve those expectations.
- In order to bring ourselves to a Well Developed on the Quality Review Rubric, we need to ensure that all relevant staff members are communicating with parents and families.
- We also need to increase electronic communication between home and school.

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, 100% of teachers will have created and shown evidence of successful parent and family engagement through websites, e-mail and phone logs and other online interfaces.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Family Nights, Curriculum Night and Meet the Teacher Night will be held in order to familiarize parents and family members to our school.</p>	<p>Parents and Guardians</p>	<p>Curriculum and Meet the Teacher Night- September 2015</p> <p>Family Nights- 5 times throughout the year.</p>	<ul style="list-style-type: none"> • Principal • Teachers • Team Leaders
<p>We will create a parent outreach system in order to maximize engagement and productivity during our weekly “Parent Engagement Time” on Thursday afternoons.</p> <p>Each teacher in the building will be assigned a group of fourteen students for which they will be a point person. They will be responsible for checking in with these students, their teachers and their parents each month. The information they collect will then be added to an online Google drive tracker which all teachers of that child may access. This will help in having one central information collection location that will contain valuable resources for helping to promote a child’s overall well-being, both academically and social-emotionally .</p>	<p>Teachers/Parents/Students</p>	<p>September 2015-June 2016</p>	<p>Teachers</p> <p>Principal</p> <p>Team Leaders</p>
<p>Our school already has a strong involvement in social media and online transmission of information. This will continue through weekly e-</p>	<p>Parents and Guardians, Teachers and other staff</p>	<p>August 2015- June 2016</p>	<p>Principal, Teachers and other staff</p>

<p>mail blasts to parents from the PTA, our IS228.org and PTA websites, and IS 228's Facebook page.</p> <p>To increase this involvement for the 2015-16 school year, Eagle Academy will develop a school website where students and parents can get updated school information, homework, notices, etc.</p>			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Funding for per session pay for teachers 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ul style="list-style-type: none"> • Administrative observation of implementation of online initiatives. “Parent Outreach” Google drive will show evidence of having been edited at least weekly. • Increased attendance by parents and guardians at meetings and school functions due to increased dissemination of information. <p>At least 50% of teachers will have created class websites or blogs, or have taken an active role in parent outreach by regularly adding to the “Parent Outreach” Google Drive.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	The bottom 1/3 if students performance on state exams and report cards	Differentiated instruction will be implemented in the ELA/Humanities classroom. ELA skills and Enrichment Classes. Extended Day Remediation.	Full Class Small Group	During the school day Before and after school
Mathematics	The bottom 1/3 if students performance on state exams and report cards	Differentiated instruction will be implemented in the Mathematics classroom. Math skills and Enrichment Classes. Extended Day Remediation.	Full Class Small Group	During the school day Before and after school
Science	The bottom 1/3 of students performance on report cards, teacher made assessments and performance tasks	Differentiated instruction will be implemented in the Science classroom. ELA and Math skills and Enrichment Classes. Extended Day Remediation.	Full Class Small Group	During the school day
Social Studies	The bottom 1/3 of students performance on	Differentiated instruction will be	Full Class	During the school day

	report cards, teacher made assessments and performance tasks	implemented in the Science classroom. Math skills and Enrichment Classes. Extended Day Remediation	Small Group	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals from school staff SIT meeting IEPs	The guidance counselor meets with students for mandated counseling and students who are "at risk" behaviorally, socially and academically.	One to one and small groups	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.			
Schoolwide Program (SWP)	X	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • The principal and Personnel Committee members will attend hiring fairs and recruit highly qualified teachers. • The principal will work closely with the members of the Personnel Committee to screen and interview applicants. • The school's secretary will work with the BFSC HR Director to ensure that non-HQT meet all required documentation and assessment deadlines. • The principal will facilitate a new teacher orientation session to acclimate new staff to the school's policies and procedures before the beginning of the school year. • Mentors will be assigned to support struggling, new and unqualified teachers

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).
<ul style="list-style-type: none"> • The principal will regularly attend professional development and turnkey emerging best practices to the learning community. • Teachers will attend professional development sessions sponsored by the BFSC, Eagle Academy Foundation, District 31 Talent Coach, etc. • Teachers will share best practices during weekly professional development sessions.

Part 3: TA Schools Only

3a. Use of Program Resources

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

-Our school will utilize supplemental resources from Ready New York which is aligned to the CCLS and have the rigor required to raise student achievement.

-Our school will utilize TestWiz which is a comprehensive student assessment bank which enables teachers to track student progress and achievement, target instruction, and monitor instructional effectiveness.

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).

Targeted Assistance will be coordinated to the regular school day program in the following ways:

- Supplementary curricular materials will be purchased to use in conjunction with the daily curriculum in ELA and Math
- Before and after school classes will be convened for Title 1 students to provide remediation in ELA and math.
- ELA and math teacher teams will work collaboratively to make revisions to the curriculum maps and unit plans to reflect modifications for ELLs, SWDs, etc.

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.).

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.

- Teachers meet 3 times each week to share data from assessments and co-plan performance tasks.
- Teachers will be given quarterly surveys to determine the areas of need and drive the school-wide professional development plan.
- Teachers will attend selected external professional development workshops in the areas of assessment and interpretation of assessment data.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Eagle Academy for Young Men of Staten Island, 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 Staten Island will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 028
School Name Eagle Academy Staten Island		

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 Jermaine S. Cameron	Assistant Principal type here
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Deanna Picone/ELL	School Counselor Oronde McDonald
Teacher/Subject Area Kristina Quinn	Parent Glenda Colon
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider regina Krachak	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	127	Total number of ELLs	4	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input 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 #
Transitional Bilingual Education							0							0
Dual Language							0							0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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

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

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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							3							0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3				0
7	1				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	2		1						0
7	1								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.
 The assessment tool used at The Eagle Academy for Young Men of Staten Island for literacy skills is Performance Series. Performance Series is an assessment that allows educators to see the GLE of each student. This data helps inform our school's instruction plan by providing specific core standards that our students have not yet mastered. This tool also provides performance objectives that state the strengths and weaknesses of each child in terms of their literacy skills. After testing, the data showed that both ELLs struggle with basic comprehension, as well as interpreting unknown vocabulary. This information will be useful to the ESL teacher, as well as content area teachers, in order to create lessons that touch upon these skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Our school currently has 4 English as New Language Learners. According to our data, three of them are advanced and 1 is intermediate.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 The patterns across NYSESLAT modalities will affect instructional decisions by focusing more so on reading and writing compared to listening and speaking. According to the AMAQ reports, students test higher on the listening and speaking portions of the NYSESLAT.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Currently, our school has 6th and 7th grades. Thus, there are no patterns across grades at the present time. The ELLs at our schools have only taken tests in English, so there is no comparison to the results of exams in their native language.
 - Our ELLs have not yet taken the ELL Periodic Assessments, thus educators have not yet had an opportunity to use the results toward

instructional planning.

C. As previously stated, our ELLs have not yet taken any Periodic Assessments.

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 – We currently have Grades 6 and 7.

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

Children's second language development is considered when making instructional decisions. ELL students who are at Beginner and Intermediate proficiency levels in English are placed in in our 6 Yale or 7 Yale classes which is also our ICT class with 2 teachers. The teachers of these classes have ongoing professional development regarding differentiation of instruction for ELLs. Our ELL students receive both push in and pull out instruction throughout the school week.

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 – Currently, our school does not offer a dual language program.

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

We evaluate the success of our ELLs based on their demonstrated ability to listen with understanding, speak, read and write the English language. We evaluate our programs for ELLs based on how many students are able to do these things within the time period they are with us at I.S. 28. The measures we use to evaluate the success of our programs are teachers' observations of student progress in class work assigned, students' progress on teacher-made formative assessments, curriculum-based assessments, Performance Assessments, on ELL Periodic Assessments, and on State NYSESLAT, ELA, Math and Science exams. When there is sufficient growth in students' performance on all of these tasks from month to month and/or year to year, we can say that our programs for ELLs are successful. Obviously, the State measure of AYP for ELLs is a measure we strive to meet or exceed each year, so that when we examine students' progress in all of the ways mentioned, we look at areas of strengths and weaknesses, and then we work with teachers to ensure that instructional methods are adapted to focus on the areas of need.

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.

1. To identify and place our ELLs in language-learning programs, we have organized as follows: (a) and (b) (Procedures to accommodate Parents with ENL support during HLIS intake, and Languages Spoken/Licenses Held by Participating Pedagogues) addressed here: ELLs are identified and placed on a rolling basis, as they are admitted to our school. At registration, parents of newly admitted students are invited into our Main Office, and the Home Language Identification Survey (HLIS) is administered with Native Language support. At this time, an interview is conducted in English and/or in the native language by a member of our ELL Intake Team. The Intake Team consists of our principal, ESL teacher, bilingual secretary and Part IV: ELL Identification Process Page 48 other pedagogues and school staff who are fluent in various languages. The ESL teacher, or bilingual secretary, conducts the interview, accompanied by another member of our staff who speaks the family's native language. If necessary, when appropriate staff members are not available, the Translation Unit will be called to help with translation/interpretation over the phone. Testing is conducted by a licensed pedagogue (the testing coordinator or ESL teacher) in a classroom under appropriate testing conditions. Results are hand-scored by the administering teacher and kept by the ESL teacher and/or the Testing Coordinator in the students' Cumulative File. If the student is transferring from another DOE school, however, and is not entering from another country, the ESL teacher checks the child's test history to see if the NYSITEL and/or the NYSESLAT were taken. If either have been taken previously, then, depending on the child's level of English Proficiency, the ELL student is placed in an appropriate class and ESL group and is given the formal and informal assessments that are given to other students in that class. Each fall, or as students enter throughout the year, ELLs' NYSESLAT scores are reviewed by the ESL teacher and members of the LAP committee

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).

To ensure that all parents of ELLs understand their children's program choices for English language learning, parents are offered to conference with our ELL teacher at an orientation session upon registration. The DOE online video describing the Freestanding ESL, Dual Language and Transitional Bilingual Education programs is shown, and parents have an opportunity to ask questions and discuss

their options. Because we have a team of bilingual staff to assist in this process, orientation, discussion, choice and placement are done in a timely fashion, well within the first five days of a child's admittance to the school, and usually on the first day. Upon completion of the Orientation, parents are then given the Parent Survey and Choice form so they can choose a program for their child. Native language support is offered during the Parent orientation by same-language-speaking staff members, as mentioned above. The timeline for our orientation process is as follows: September- June:

- Parents and new students are welcomed in the Parent engagement Center, with native language support from staff ---- Parents fill out HLIS with NL support as described above
- Interview conducted by ESL Teacher or other pedagogue, with interpreter, if needed, as described above Based on responses to HLIS, parents are invited by the Interviewing Pedagogue to a Parent Orientation, and student is NYSITELL tested by the ESL teacher, depending on availability, as described above
- Parents are sent an Entitlement Letter and invitation to a Parent Orientation, if they have not already attended one on the day of admission
- At the Parent orientation, parents sign in, receive an agenda and listen to a presentation with native language support from appropriate staff members, as described above
- Orientation contains greetings, and explanation of the school's structure and programs, information about district 31 and our Principal. Parents view the Orientation video online and given an opportunity for a Q and A session to further explain the 3 types of programs offered by the NYCDOE
- Parents complete the Parent Choice Form in their home language with assistance, if needed from interpreters
- School retains the Parent Choice forms, makes a copy of each, places the original in the student's cumulative folder and stores the copy in a file in the Main Office
- Parent choices for their child's English language learning program are recorded in ATS on the ELPC report.

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).

Our school currently has 5 ELLs that have both previously received ENL services. The parents and guardians of all of students received a continued entitlement letter to inform them that their child will continue to receive ENL services from our licensed ENL teacher. If a new admit enrolls at our school, the parent/guardian will be required to fill out the Parent Survey and Program Selection form immediately following the orientation video. This is done to ensure that we have the forms in our possession. These forms are placed in the students cum and a copy is given to the ENL teacher for her own records.

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.

Entitlement and placement letters are distributed to students to take home to their parents. The blank letters are kept in the Main Office and the ENL teacher determines which letter is to be sent out. If we do not receive the form back within the week, the ENL teacher calls the parent to request they bring the form back in. At Orientation, parents are informed, in their native language and in English, which the default choice, if no choice is made, is for a Transitional Bilingual Education program. As with our Chinese bilingual program, if we find that 15 or more speakers of a native language other than English in any grade or two contiguous grades are requesting bilingual education, we will make an effort to secure the financial resources to create however many bilingual programs are required. Copies of the letters that are sent out are stored in a file in the Main Office.

At this time, our school only offers a freestanding ESL, push-in/ pullout program. Thus, there is no current criteria for ELL placement into a bilingual setting.

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).

During the school year, all ELLs take periodic assessment tests, receive preparation for the NYSESLAT exam, and are administered all parts of the NYSESLAT exam in April and May. The certified ESL teacher will administer all parts of the NYSESLAT. The speaking portion will be given individually, whereas the other sections can be administered together. The tests are stored in a locked cabinet located in the main office. We will be sure to make parents aware of the testing dates and we will schedule make-ups for any absent students.

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.

Parent conferences will be convened with all ENL parents to brief them on their choices.

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.

Our school uses in-house translators to contact parents in order to remind them of submission deadlines. Parents are often requested to attend a meeting at the school.

The Parent Surveys and Program Selection forms are distributed, collected and monitored by the ENL teacher. Communication with parents will be done in their preferred language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If the Parent Survey and Program Selection forms have not been completed and returned, the ENL teacher will contact the parents accordingly. the ENL teacher will get assistance of translators or members of the team to communicate to the parents in their preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed. Notification letters are mailed to students' homes. Communication with parents will be done in their preferred language. This will be monitored by the ENL teacher.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ELL documentations are maintained in each child's Cumulative record. These forms are collected by the ENL teacher and the files are maintained by the school's secretary.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Our school will administer the NYSELAT for the 2015-201 school year. We ensure that students were scheduled accordingly for each section of the exam. Our Testing Coordinator, Kristina Quinn will ensure that students receive the NYSELAT annually and run all required ATS reports. The following ATS reports will be used to determine NYSELAT eligibility; RLER, RNMR and the RLAT. These reports will be accessed and printed by both the ENL teachers, Deana Picone and the Testing Coordinator Kristian Quinn.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. We utilize our Parent-Engagement sessions to accommodate parents.
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).
N/A-Our school was opened in September 2014.

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.
Our school only offers a push-in/ pullout model. The ESL teacher pushes in to both ELA and Math. ENL students are programmed for blocked classes and travels together as a group.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
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)?
All ELL students receive the required number of minutes of ESL instruction. The intermediate student receives ESL support 360 minutes per week. The advanced student is mandated to receive 180 minutes per week, however, because the 2 ELLs are in all of the same classes, the advanced student receives 360 minutes of support as well.
 - a. Each period is 45 minutes long. Our ELLs are pulled 2 periods per week. The ESL teacher pushes in to their ELA class for 4 periods and Math for 2 periods per week.
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.
As previously stated, the only content areas covered in the push-in program are ELA and Math. Each day, students have a 90 minute ELA block and a 90 minute Math block. The ESL teacher pushes into the 90 minute ELA block twice a week and the 90

minute math block once a week. The ESL teacher, as well as the classroom teacher, use a variety of methods which create visual and concrete examples for their students as they teach standardized curriculum. Teachers who have worked with ELL students work closely with the ESL teachers. Vocabulary and concepts are broken down to simpler terms as necessary. Classroom teachers and ESL teachers review curriculum maps in advance so that the push-in teacher can preview the lesson in advance for areas that need further clarification, development, or eliciting of background knowledge. Common planning time is provided in order to analyze student work and to plan lessons, creating a variety of activities during the group and/or independent work time to differentiate instruction to accommodate the ELL students' needs.

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

ELLs can be appropriately evaluated in their native tongue throughout the year through use of online resources. If needed, an Arabic translator can be provided to have informal discussions with ELLs about their achievements in their former schools, their studying habits, reading techniques, attitude towards education, as well as hobbies and interests.

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

During the year students will be evaluated with the ELL Periodic Assessment and through the Performance Series. Teachers can use these scores to guide instruction. Teachers can make observations and assessments of daily practice in the four modalities of English acquisition. Based on assessment, students receive explicit instruction to develop their speaking, listening, reading, and writing proficiency. Students are held to the same ELA standards as non ELLs and teachers will scaffold lessons to reach the same goals as English proficient students.

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

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

Our Former ELLs are giving up to two years of accommodations after existing ELL status.

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.

N/A – At this time, we do not have any ELL-SWDs.

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?

N/A – At this time, we do not have any ELL-SWDs.

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?

The targeted intervention programs for ELLs in ELA and Math are both included in the ESL push-in/pullout program. The same curriculum is followed, however it is modified to fit the needs of the ELL students. The Performance Series allows educators to see what the ELL students struggle with the most. This information is used for both the intermediate and advanced ELLs to ensure that best practices are being set forth. There is currently no specific intervention program being enforced, however, the Performance Series results will enable educators to create an appropriate program.

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

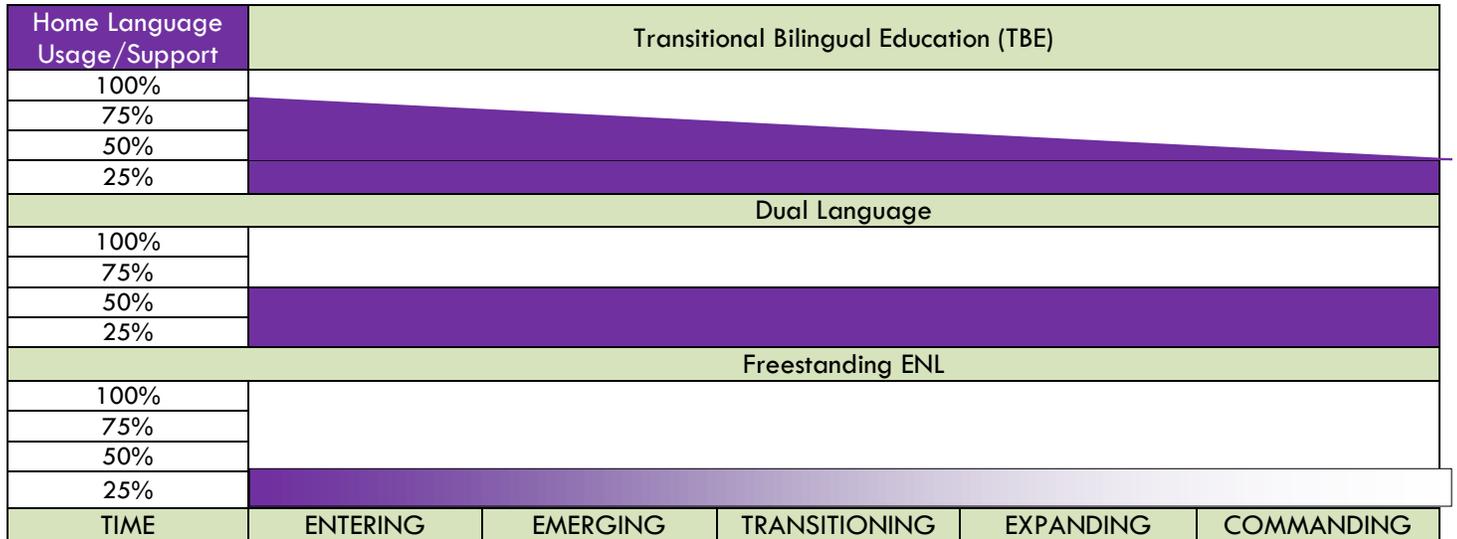


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our current program seems to be working quite effectively. Pushing into a class allows ELLs to still feel part of a larger group, which is good for social development. It also enables them to not fall behind because they are not being pulled from either ELA or Math. When ELLs are pulled out, it gives them the advantages of working in a small group setting. There is no added pressure to speak or answer questions aloud. Also, they are pulled from either gym or technology, so they are not missing important instructional time. Additionally, ELA targeted intervention includes Language Acquisition skills taught in our Word Generation Curriculum and the usage of DRP assessments
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
No plan of action for new programs has been set forth just yet due to the fact that this is a new school. However, as the year progresses, the ESL teacher and administration will be sure to keep an open ear for successful ELL programs being used in other environments.
12. What new programs or improvements will be considered for the upcoming school year?
We will consider the the inclusion of a Strategic reading period 5 times each week to further provide Language Acquisition Skills based oin results on the DRP assessments.
13. What programs/services for ELLs will be discontinued and why?
At this time, there is no need to discontinue any program or service for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded the same programs as non-ELLs. This includes any after school programs as well. There is no current after school program that is specifically directed toward ESL students. School programs currently offered include, SONYC afterschool, Achieve Now Academy and JCC Beacon. ELLs and their parents are provided this information in their preferred language.
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.
Our school has laptops available at all times for ESL students to use for instructional support. We are in the process of ordering materials in Arabic. This includes, but is not limited to, library books and dictionaries.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
As previously stated, we only offer an ESL push-in/ pullout program. The ESL teacher will be ordering reading books and dictionaries in Arabic to support instruction for the ELLs. These materials will be available in the ESL classroom, as well as the other classrooms of the ELLs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services support and resources will correspond to ELLs ages and grade levels. If needed, guidance is provided by the school counselor, Mr. Oronde McDonald. All libraries are leveled to students' grade, interests, and reading levels.
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).
Newly enrolled ELL students will begin at the time of their admission and all incoming procedures have already been outlined earlier in the report. All students, including ELLs, participate in an orientation program in the summer before they enter the school. Parents are invited to visit the school and translators can be provided if necessary.
19. What language electives are offered to ELLs?
We do no offer language electives at this time.
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.)
Teachers will be given the opportunity to attend professional development sessions. If the ESL teacher attends a workshop, she will turnkey any important information to the teachers of ELL students.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The ESL teacher is informed of all professional development pertaining to ESL instruction. Many of these workshops inform teachers how to properly implement the Common Core Learning Standards. The ESL teacher, as well as teachers of ELLs, are given the opportunity to attend professional development workshops. As previously stated, if only the ESL teacher attends, she will turnkey any important information to the other teachers.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Currently we are only working with ELLs who have transitioned from elementary school to middle school. The staff is offered the same materials as the ESL instructor. The staff also has common planning time, which allows the ESL teacher to explain how she will be supporting the ELLs within a classroom.
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.

ESL and content teachers are required ELL training. This training can include professional development workshops, interclass visitation, interschool visitation, professional study groups, and coaching. Teachers also meet to collaborate during common planning periods.

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?
Parents of all students, ELL and non-ELL, have an equal opportunity for involvement at our school. These activities include, but are not limited to, chaperoning trips, PTA meetings, and our upcoming Fall Harvest. As the year progresses, more opportunities and activities will arise that will allow ELL parents to become more involved.
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.
Phone calls are made and letters are mailed to parents as means of continuous outreach to parents.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parents are given contact information for the ESL teacher, Ms. Deanna Picone. They are made aware that any questions or concerns can be discussed at any available time to ensure that parents needs are met. If a parent needs a translator for any meetings, one can be provided.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
At this time, our school does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.
5. How do you evaluate the needs of the parents?
School Questionnaire.
6. How do your parental involvement activities address the needs of the parents?
School Questionnaire/Translators are provided.

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.

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
Jermaine S. Cameron	Principal		10/26/15
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Deana Picone	ENL/Bilingual Teacher		10/26/15
Glenda Colon	Parent		10/26/15
Kristina Quinn	Teacher/Subject Area		10/26/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Jeanette Velasquez	Other <u>Secretary</u>		10/26/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 31R028

School Name: The Eagle Academy for Young Men SI
Superintendent: Anthony Lodico

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) 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

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.

During the registration and orientation workshops, we will review the parents' preferred language based on information from ATS the HLIS and the Emergency Cards.

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.

Arabic
Spanish

Part B: Creating a Communications Calendar

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.)

Parent-Teacher Conference announcements
Family-Community Days
PTA meeting
Emergency notifications

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.

Family Nights-Once each month
Curriculum Night-September
PTA meetings-Once each month
Attendance teacher home visits
Guidance Counselor outreach phone calls

Part C: Providing Language Assistance Services

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.

In-house translation will be provided by school staff.

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.

In-house translation will be provided by school staff.

Part D: Training Staff on Policies and Procedures

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.)

During our September 2015 staff meeting, staff members will review the Language Palm Cards to help with their use of translation services.

Part E: Providing Notice of Language Assistance Services

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

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)

Our school uses parent surveys to gather feedback from parents on the quality and availability of services.