

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

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

**09X231**

**School Name:**

**EAGLE ACADEMY FOR YOUNG MEN**

**Principal:**

**JONATHAN FOY**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Eagle Academy for Young Men School Number (DBN): X231  
6 – 12  
Grades Served: \_\_\_\_\_  
School Address: 4143 Third Ave. Bronx, NY 10457  
Phone Number: 718-466-8000 Fax: 718-466-8090  
School Contact Person: Hector Velazquez Email Address: [hvelazquez@schools.nyc.gov](mailto:hvelazquez@schools.nyc.gov)  
Principal: Hector Velazquez  
UFT Chapter Leader: Charlene Alves  
Parents' Association President: Shanta Brown  
SLT Chairperson: Shanta Brown  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): Kobe Evans

**District Information**

District: 9 Superintendent: Carron Staple  
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10548  
Superintendent's Email Address: [CStaple@schools.nyc.gov](mailto:CStaple@schools.nyc.gov)  
Phone Number: 718 741-3157 Fax: 718-741-7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: Fordham Plaza, Bronx, 10458  
Director's Email Address: [JRuiz2@schools.nyc.gov](mailto:JRuiz2@schools.nyc.gov)

Phone Number: 718-828-7776

Fax: 718-828-6280

## 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)
Hector Velazquez	*Principal or Designee	
Charlene Alves	*UFT Chapter Leader or Designee	
Shanta Brown	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Kobe Evans	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Carmelo Batista	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gladys Ward	Parent	
Robin Jackson	Parent	
Tamika Martin	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	UFT/Teacher	
Janette Jumpp-Morris	UFT/Teacher	
Carmel Macklin	UFT?Teacher	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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 Eagle Academy for Young Men is located in the South Bronx and has a total population of 584 students grades 6-12 where 58% are Black, 39% Hispanic, and 1% Native American. Of these 584 students, 27% are special needs students and 4% are English Language Learners. In addition 64% of our students are considered to be economically disadvantaged.**

In its 12th year, The Eagle Academy For Young Men continues to make strides in improving the educational outcomes for our scholars. The Eagle mission to develop young men committed to the pursuit of academic excellence, strong character, and responsible leadership is shared by all of the six all-boy Eagle Academy schools (one in each New York City borough, and one in Newark, New Jersey) Eagle Bronx works to provide our boys with the educational opportunities, socio-emotional supports and learning experiences that they may not have gotten had they entered a more traditional NYCDOE public school. With 100% of our resources directed and invested in young men, Eagle has been at the forefront of the conversation regarding the plight of males of color who have historically struggled to graduate from high school. In 2012, when former Mayor Michael Bloomberg announced the Expanded Success Initiative to address this target population, Eagle had already been addressing these students' needs—both inside and outside of the classroom—for almost nine years. In our third year as a full 6<sup>th</sup>-12<sup>th</sup> grade school, we are further strengthening our ability to address our students' academic and socio-emotional needs at an earlier age. We saw gains in student achievement regarding our 8<sup>th</sup> graders that passed Regents exams. We are proud that 95% (20 out of 21) our eighth graders entered the ninth grade having passed the Algebra Regents, with 35% of them meeting or exceeding the college readiness threshold for mathematics. In addition, 95% of eighth graders (21 out of 22) passed the Living Environment Regents. Last year's percentages were 79% and 59% respectively.

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

Aside from these programs, we further engage our students in the "Eagle experience" by dividing the student body into four distinct houses. We ramped up our student accountability by having each student earn merits (or demerits) to hold them more accountable for their academic performance, their learning outcomes and their conduct. At Eagle, we want our scholars to demonstrate "C.L.E.A.R" (Confidence, Leadership, Effort, Academic Excellence and Resilience). "Be CLEAR" is our motto. Our daily morning town hall meetings with the students provide them with a space and time to get ready for their classes, prepare for their classes and to discuss the issues of the day. Our rites of passage and rituals (Daily Libation and recitation of Invictus in Town Hall, Senior Blazer Convocation Ceremony, Grade-Level Retreats, House competitions, grade-specific ties that students wear as part of their uniforms) are pillars of the Eagle culture. We like to say that our school culture is reinforced by our academic program, and our students' learning outcomes are bolstered by the strength of our school culture. Our high expectations permeate the entire school and Eagle

community, as we constantly develop new ways and strategies to improve our students' academic performance, all the while making sure that our boys do not simply "go to Eagle," but that they are true "EAGLES!"

Our main area of focus for this school year is improving the quality of instruction across all classes. Our 2014 – 2015 Quality Review feedback assessed Q.R. statements 1.2 & 2.2 as developing.

**09X231 School Information Sheet**

School Configuration (2014-15)					
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	613	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	14	# SETSS	9	# Integrated Collaborative Teaching	31
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	5	# Drama	2
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	70.3%	% Attendance Rate			89.7%
% Free Lunch	70.9%	% Reduced Lunch			9.9%
% Limited English Proficient	4.0%	% Students with Disabilities			27.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			61.1%
% Hispanic or Latino	36.7%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	0.5%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.21	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	4.7%	% Teaching Out of Certification (2013-14)			25.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			8.69
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.3%	Mathematics Performance at levels 3 & 4			6.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			22.6%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	61.8%	Mathematics Performance at levels 3 & 4			48.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	60.5%	% of 2nd year students who earned 10+ credits			74.1%
% of 3rd year students who earned 10+ credits	58.8%	4 Year Graduation Rate			70.5%
6 Year Graduation Rate	82.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

## 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.

In response to QR statement 1.2, our QR stated, “Instruction and learning activities were inconsistently aligned to standards and stated beliefs on how students learn best. Across classrooms student-centered discussions and rigorous thinking were uneven, thus limiting opportunities for high levels of student engagement and work products.” According to our School Quality Guide, below is performance trend data that supports the Quality Review findings (2014-2015):

Cohort	Percentage of Students Earning 10 or More Credits
Year 1 – (Cohort T)	74.1
Year 2 – (Cohort S)	63.0
Year 3 – (Cohort R)	74.4

#### **Strengths:**

- Grade Team and Department Team structures to work collaboratively with teachers
- Master schedule redesigned to shift from a split schedule to a single schedule, in which all students and teachers begin and end school at the same time

#### **Needs:**

- Increase the number of credits accumulated by student yearly
- Increase the levels of student engagement
- Professional development opportunities for teachers to effectively align standards to curriculum

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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 of 2016 there will be a 5% increase in the percentage of students in Cohort T who will earn 10 or more credits.**

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. Alignment of grading policies across departments, Teacher leadership program creating teacher leaders that align practices and set SMART goals across content areas. Cohort meetings that track student progress and provide data to the staff. The Wingmen program, which provides mentoring for students. The Peer Group Connection program that provides training for and pairs 12th grade seniors with 9th grade students as mentor. Professional Learning workshops, which support teachers through inquiry cycles based on identified pedagogue needs in Danielson's 2013 Rubric 3c and 3d component's.</p>	<p>9th and 10th graders</p>	<p>9/2015-6/2016</p>	<p>Teachers, Guidance Counselors,  Administrators</p>
<p>2. Caseload management of students with disabilities and lowest third Cohort T students. Parental outreach on Tuesday Professional Work days. SIT meetings to ensure quality written IEPs that meet the needs of the students.</p>	<p>Lowest Third</p>	<p>9/2015-2/2016</p>	<p>Special Education team,  Special Education Coordinator, Administrator, Guidance Counselors</p>
<p>3. Weekly attendance meeting that strategically target LTAs and students with declining attendance rates.</p> <p>Curriculum night, Bullying workshops, College application night, FAFSA workshops, College Bound Initiate, monthly PA meetings, Urban Advatage partnership</p>	<p>9th and 10th graders</p>	<p>9/2015-6/2016</p>	<p>Administrator, Attendance teacher, Guidance Counselors</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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 of 2016 60% of the students in Cohort T will have earned 4 credits or more.

**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.

Based upon the School Survey 2014 – 2015 there was a 5% decrease in students reporting feeling safe within the school environment from the prior year. This decrease was a result of some unfortunate events that occurred outside of the school building last school year in which some students were seriously injured.

#### Strengths:

- Eagle House Model
- Town Hall to address issues within the school community.
- Engaged parent body

#### Needs:

- Increase effectiveness and accountability of School Safety Agents.
- Increase adult presence in stairwells and hallways during hall passing. (priority need)
- Increase adult presence around the perimeter and (safe corridor) before and after school. (priority need)
- Increase engagement of the students during lesson which decrease classroom removal

### **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 the end of June 2016, Implementation of the Transformation Room protocol will result in a 5% decrease in level 1 and 2 incidents school wide.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The school has created a system called the Transformation Room where students will receive support based on infractions and disciplinary issues. When students are referred, they begin the intake process by writing a reflection. In addition, they discuss the choices and decisions leading to an acceptance of appropriate consequences and next steps. Data will be collected and used to help support best practices in the classroom when identifying trends in student behavior.</p> <p>Teachers will receive de-escalation training to help minimize the number of student classroom removals resulting in safe and structured learning environments.</p> <p>Students will participate in a merit system that rewards positive behaviors based on a creation of students in houses.</p>	<p>All Eagle students</p> <p>All Eagle staff members</p>	<p>9/2015 – 6/2016</p>	<p>Administration, Director of Scholar Life, Guidance counselors</p>
<p>Teachers will receive de-escalation training to help minimize the number of student classroom removals resulting in safe and structured learning environments.</p> <p>Students will participate in a merit system that rewards positive behaviors based on a creation of students in houses.</p>	<p>SWDs, and ENLs</p>	<p>10/2015</p>	<p>Administration, parent coordinator</p>
<p>Parent Association meetings where parents assemble and are informed about information concerning the neighborhood and school community.</p> <p>Teachers meet in teams to call and discuss way in which parents can help support their child's social and emotional development.</p>	<p>Parents</p>	<p>9/2015 - 6/2016</p>	<p>Director of Scholar Life, Administration</p>

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February of 2016, there will be a 5% decrease in the teacher referrals on pupil path for level 1 and 2 infractions.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 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.

In the 2014-15 school year, teachers did not meet in 6-12 department teams due to a split schedule. Middle School and HS teachers worked on different schedules which impacted vertical alignment of curriculum. Although our Quality Review rating was proficient for 4.2 (Teacher Teams and Leadership Development) our rating was based more on grade teams than on department teams.

#### Strengths

- Established protocols for team meetings
- Staff desire to increase departmental team time

#### Needs

- Strengthen protocols used to measure the effectiveness of formative assessment data and curriculum development used to drive instruction
- Strengthen training to develop teachers as leaders in the lower grades in order to lead department meetings (priority need)
- Strengthen staff capacity regarding curriculum development (priority need)

### 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.

There will be a 10% increase in the number of effective teachers in Domain 3 as evidenced by MOTP data comparing Fall cycle 1 ratings to cycle 4 ratings in June.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The administrative team and the department chairs will participate in the Teacher Leadership Program. In addition, department chairs will align and turnkey the best practices for engaging our young men.</p>	<p>Department Chairs</p>	<p>9/2015 – 6/2016</p>	<p>Principal</p>
<p>We will move from a multi-session schedule to a single-session schedule to maximize departmental meeting time.</p>	<p>Teachers</p>	<p>9/2015 – 6/2016</p>	<p>Administration</p>
<p>The BFSC will provide targeted PD that will help support teachers in their development of differentiation, scaffolds, ELL support, SWD supports, and assessment practices for lowest-third students.</p>	<p>Teachers</p>	<p>9/2015 – 6/2016</p>	<p>Administration, Department Chairs</p>
<p>Inquiry cycles of PD reflect an analysis of data that will help meet the needs of all student groups and sub-groups including quality development of IEPs.</p>	<p>All students</p>	<p>9/2015-6/2016</p>	<p>Administration, Department Chairs and Teachers.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• Per-session for department chairs</li> <li>• Single-session schedule</li> </ul>											
<p><b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February of 2016, there will be a 3% increase in the number of effective teachers in Domain 3 as evidenced by MOTP data when comparing cycle 1 ratings data to cycle 2 ratings data.

**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.

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

### **Part 2 – Annual Goal**

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 of 2016, department chairs will implement Common Core Aligned formative assessments that will result in a 10% increase in scholarship reports across all content areas from term 1 to term 2.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Provide Department Chairs with readings on topics covered in Professional Development sessions. (For example, Formative and Summative Assessments [Assessment for Learning by Stiggins and Formative Assessment: Examples of Practice by Wylie] that drive the discussions and Department meeting activities.</p>	<p>Department Chairs</p>	<p>9/2015 – 6/2016</p>	<p>Department Chairs turnkey information and strategies to teachers in their departments</p>
<p>The Special Education Department will meet each week to implement strategies presented during Professional Development sessions throughout the year.</p>	<p>Special Education teachers</p>	<p>9/2015 – 6/2016</p>	<p>Special Education Teachers; Admin Teams</p>
<p>Charging Department Chairs and teachers in Administrative/Leadership programs to turnkey Professional Development resources and materials, as well as having them attend relevant PD workshops.</p>	<p>Department Chairs; Teachers in Leadership Programs</p>	<p>9/2015 – 6/2016</p>	<p>Admin Team; Department Chairs</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Administrators, Department Chairs, Teachers, Students</p>										
<p><b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By the the end of the first semester, teachers will have utilize school net assessments and/or create additional Common Core aligned formative assessments that provide feedback which increases student performance from baselines assessments to end of the term assessments.

**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.

While the 2014-2015 Learning Environment Survey results indicate that over 98% of the parent respondents are satisfied with the education that their sons received, we aim to improve the type of engagement that our parents have with our teachers and with the school as a whole. Too often, the type of engagement that some parents have with Eagle hinges on their sons’ negative behaviors or focus on his misbehaviors. We want to make our Parent Engagement sessions more relevant and provide parents with greater insights regarding their sons learning, areas for growth and areas of need. While we hope to increase our outreach with our Eagle parents, we know that Eagle parents can also serve and volunteer within Eagle to help support our goals and mission. Parent Teacher conference time should not be the main times that we see parents enter our school to connect with our staff.

### Part 2 – Annual Goal

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 the end of June 2016, 30% of Eagle parents will volunteer at least 20 hours of service at Eagle during the 2015-2016 school year.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
The Parent Coordinator schedules Parent meetings every other month that incorporate grade-team “breakout rooms” for parents to discuss issues specific with teachers on their sons’ grade teams. In addition, the Parent Coordinator engages parents in Eagle events and campaigns, in conjunction with the Parent Association, which enable parents to become more invested in Eagle and the day-to-day operation of the school.	Eagle Parents & teachers on Grade Teams	Parent Association (PA) meetings every other month	Parent Coordinator & Admin Team
The Parent Coordinator will create a volunteer tracking log to determine the type and amount of parental volunteering for this school year. This information will be publicized at PA meetings, in a showcase in the Main Lobby of the school and updated regularly to account for their volunteer service.	Parents	2015-1016	Parent Coordinator & Director of Enrollment

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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By February of 2016, 30% of Eagle parents will volunteer at least 10 hours of service at Eagle during the 2015-2016 school year.

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

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

	Counselors/Social Worker			
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

In an effort to ensure all teachers are highly qualified, teachers are recruited based on the needs of the school. Teachers are also provided professional development by trained consultants and administration at the school. Teachers are also encouraged to continuously improve their P. D and share knowledge with colleagues.

#### 2b. High Quality and Ongoing Professional Development

Describe the 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).

We have a Professional Development plan that is designed to meet the needs of all teachers and students in developing lesson plans and unit plans designed with Common Core Standards from grades 6-12. Our math consultant meets with grades 6-12 math teachers to develop classroom practices that incorporate the strategies necessary for students to master the math thinking necessary to meet the Common Core expectations. High school vertical teams meet to plan and develop units of study that are Common Core aligned as high school students prepare to take their New York State exams in January 2016 if necessary, and June 2016.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 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).

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**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.
Grade team leaders and Department Chairs meet to discuss their needs with the Admin team. Grade teams meet weekly to discuss student needs, assessment cycles, and the progress observer through the review of student work. Professional development plans are generated by the feedback from the findings of the grade teams and through the MOTP results in Advance. The multiple assessment measures are at the root of the decision making process, supported by the Teacher Effectiveness Framework with particular attention to Domain 4, Professional Responsibilities.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	410,566	x	x
Title II, Part A	Federal			

Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	3,659,879	x	x

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

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

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

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

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

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

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

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

**Parent Involvement Policy (PIP) Template**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>09</b>	Borough <b>Bronx</b>	School Number <b>231</b>
School Name <b>The Eagle Academy For Young Men</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Hector Velazquez</b>	Assistant Principal <b>Stephen J. Mathur</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Jeremiah Wilson</b>	School Counselor <b>Annette VanTull</b>
Teacher/Subject Area <b>Diana Austin</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Denise Browne</b>
Related-Service Provider <b>Carmel Macklin</b>	Borough Field Support Center Staff Member <b>Olga Mejia-Glenn</b>
Superintendent <b>Carron Staple</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	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)	582	Total number of ELLs	22	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	22	<b>Newcomers</b> (ELLs receiving service 0-3 years)	9	<b>ELL Students with Disabilities</b>	9
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	7	<b>Long-Term</b> (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	9	2	2	7	0	7	6	0	4	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

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

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							1		1	1				0
<b>Emerging</b> (Low Intermediate)									1					0
<b>Transitioning</b> (High Intermediate)											3		1	0
<b>Expanding</b> (Advanced)							2	5	3		3	1		0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total									1				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	1	1	1	2	2	1	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	0				0
6	3				0
7	4	1			0
8	2	2			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	4		1						0
8	3		1						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	2			
Integrated Algebra/CC Algebra	4		3	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	4			
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	6		1	
Geography				
US History and Government	2			
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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 NYSESLAT results, along with the specific modalities, serve as a foundation for assessing student skill level and areas for growth. The ENL teachers work in an integrated teaching model with other teachers, which allows for greater and deeper assessment of ENL skill level. Instructional activities and performance tasks are geared to address the four modalities of listening, speaking, reading and writing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The low writing modality scores on the NYSESLAT indicate that this should be an area of focus for intensive instructional planning and performance for all ENL students:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Infusing reading and writing performance tasks into lessons should address the specific areas of concern. Using this data should help address learner needs and move more students to higher levels of ENL performance, including Proficiency:
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?  
**Our students do not generally take their exams in their native language. :**
- 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
- How do you make sure that a student's new language development is considered in instructional decisions?

Middle school teachers meet in grade teams, which allows them to meet collectively to make instructional decisions. In addition, Monday PD sessions allow ENL teachers to work with other content area teachers to ensure that instructional decisions are made to address the ENL learners.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Aside from looking for progress on the NYSESLAT, we evaluate student Regents scores and scores on Middle School exams. In addition, course pass rate is evaluated to determine how successful our ENLs and our ENL instruction are.

## 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. When a new student who may be an ELL enrolls in the school, the HLIS is administered by the certified ESL teacher, Jeremiah Wilson. The parent and student are interviewed in order to assess language needs. The NYSITELL is then administered upon determination of language needs by the Certified ESL teacher in the appropriate language, if necessary, and the results determine whether or not the student is entitled to an ELL program. Every spring, the NYSESLAT is administered on the allotted test dates to all of the identified ELLs in the school.
  2. Within the first weeks of school when the ELL student population has been determined. The certified ESL teacher, Jeremiah Wilson, conducts outreach via letters and telephone calls to ELL parents for a Parent Orientation. At the Parent Orientation, the three program choices are outlined and discussed by Jeremiah Wilson, the ESL teacher, in the Entitlement letters, the Parent Orientation video, and brochures that are available. The Entitlement letters, Parent Orientation video, and brochures are all provided in both English and the parents’ preferred language. An Eagle staff member is used to translate into English.
  3. Entitlement letters are distributed in person to parents attending the Parent Orientation. Parent Survey and Program Selection forms are also distributed and completed in person at the Parent Orientation. Parents who miss the orientation are mailed their Entitlement letters and Parent Survey and Program Selection forms in a follow-up mailing. Mr. Wilson maintains Entitlement letters both digitally and in hard copy versions in her file cabinet.
  4. ELL parents are informed of all of the programs offered in the New York City Department of Education for ELL students at the Parent Orientation. A translator and translated materials help to communicate this message to parents. Entitlement letters are maintained digitally and as hard copies by Mr. Wilson in his file cabinet. We distribute continued entitlement letters because ESL services are provided by a certified ESL teacher. The program trend based on parent choice has been to select the Free Standing ESL Program.
  5. The results of the Parent Survey and Program Selection forms historically show that most Eagle parents prefer to have one exception prefers a Transitional Bilingual program.
  6. The program model currently offered at the school aligns with parent requests. Should the ELL population grow and parent requests and preferences change, the school will employ the appropriate staff to offer alternative, preferred program models
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).

Mr. Mathur or the Pupil Accounting Secretary run the RELC report in ATS to see if a student has been labeled as a SIFE student. SIFE students are placed in mainstream classes with the ENL teacher pushing in as well. This enables the ENL and GE teachers to evaluate the SIFE students more closely. However, if a student has not been identified as a SIFE, teachers can refer students to the ENL teachers to have the parent complete the HLIS, and if necessary, have the student in question complete the NYSITELL, which would occur within the first 10 days of the student's enrollment.
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).

Upon being placed on Eagle's register, the student's IEP is accessed by the guidance counselor to determine his services and program recommendations. The student is assigned an appropriate official class and grade code is he has specific IEP services, such as ICT,

SETSS or Self-Contained. If the student has a home language other than English and is new to the NYCDOE school system, the ENL teacher interviews the parent and child using the HLIS. If necessary, the student is tested via the NYSITELL. Parents of ELL students are informed of their choices and selections regarding ENL programs. They are also told about the NYSESLAT and the implications of testing out or remaining in the ENL program if the student does not pass the NYSESLAT.

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.  
The ENL teacher(s) distribute these letters to the ENL students and/or mail them to the ENL parents. In addition, the teacher invites parents to an introductory meeting regarding the entitlement/non-entitlement parent notification letters.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Eagle offers the free-standing ENL program for some students who are beginners (entering level). In addition, we have created integrated ENL classes so that our ENL students are in mainstreamed classes and have extra instructional support. Our ELA curriculum is the foundation of our ENL program, as the ENL teacher supports this instruction across all disciplines. Instruction for ELLs is aligned so that they are assessed and supported to improve their performance on ENL-specific tasks, as well as ELA tasks. Parents are encouraged to meet with the ENL and Mainstream teachers frequently to determine how well the students are doing. If parents are not satisfied with the student's placement, they can alter their selection and select a different program at another school as per NCLB.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
At a parent meeting, the ENL teacher, Mr. J. Wilson, holds a specific meeting for the parents of the ENL students, on a Saturday, where he also has a translator present to work with the Spanish-speaking parents, which consists of the main home language for our students. For the students with other home languages, Mr. Wilson contact the Translation and interpretation Unit to get assistance. Mr. Wilson reviews the program options and answers questions. He also explains the ENL program that we offer and how it has changed since last year.
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.  
The ENL teacher works with our Parent Coordinator, Ms. Denise Browne, to ensure that Parent Surveys and Program selection forms are returned promptly. Mr. Wilson will review the parent program choice results and inform the principal. Parents not attending the orientation will be contacted to schedule another meeting time, perhaps during parent teacher conferences in November.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Mr. Mathur wil inform Mr. Wilson regarding the Parent Choice optionsvia an ATS report. Mr. Wilson will follow up with parents who do not return the surveys. Under certain circumstances, Mr. Wilson will arrange a telephone conference to determine the parents' choices.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Mr. Wilson works with Ms. Browne to ensure that letters have been sent out and emails sent regarding the ENL program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Mr .Wilson retains the records in Room 417, where folders are kept indicating which students' parents have completed and returned the surveys. The Guidance Cousnelors of the respective students will also receive a copy of the letter for the students' cumulative records.
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.  
The ENL teacher coordinates the administration of the NYSESLAT, working with another ENL teacher, Ms. Austin, who works as the scorer of the NYSESLAT. Students and parents receive written notification of the testing components, dates and times for the Spring. One ENL teacher will administer and proctor all parts of the exam while the other scores each part of the exam. The Speaking portion is given individually in a separate location to optimize testing conditions, while the Listening, Reading and Writing components can be given to a group. The ENL teacher will have a list of any students who have testing modifications and/or accomodations.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Mr. Wilson works with Ms. Browne to ensure that letters have been sent out and emails sent regarding the ENL program.
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).

Our history indicates that parents prefer the freestanding ENL program. While the data are not complete regarding this year's letters, we anticipate that most parents will opt for our integrated approach, where students are placed in mainstreamed classes.

## 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.  
Instruction is provided in free-standing and integrated (push-in model) mainstreamed classes, with Middle School students placed in 6-8 multi-grade classes based on their proficiency results/levels. The same is offered for our High School students in grades 9-12.
  - 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)?  
Beginning (Entering) level students (in grades 6-12) meet with the certified ESL teacher in free-standing and mainstream classes (push in) for at least the required minimum number of minutes per week (540 minutes in total, with at least 180 minutes in standalone ENL classes). For our Emerging level students, they receive at least the 360 minutes per week, with at least 90 minutes of standalone ENL and at least 180 in integrated ENL/ELA. The Transitioning level students receive at least the 180 minutes per week of ENL in integrated settings. Expanding level students receive at least 180 minutes of ENL per week and the Proficient/Commanding level students receive the 90-minute minimum per week. Because Eagle offers a Free-Standing/integrated/push in model ESL program, NLA instruction is not provided in conjunction with Dual Language or Transitional Bilingual programs. Eagle offers Foreign Language courses in Spanish and French. Guidance counselors review the RELC report in ATS to ensure that the students are scheduled in STARS correctly.
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.  
Students in integrated/push in model classes receive the ELA content in mainstream classes along with the support of the ENL teachers, Mr. Wilson and Ms. Austin. Ms. Austin teaches students who require the standalone ENL minutes. She infuses her lessons with ENL and ELA curricula goals and assessments. We are using the Connections curriculum for our ELA classes, which aligns with the Common Core Learning Standards. Middle School students have more than 5 periods of ELA/Humanities instruction and more than 5 periods of math per week. In some cases, Middle School students have an additional reading period as part of their regular day schedule. High School students who are ENLs also are placed in integrated/push-in model classes in ELA. The ELA teachers work with the ENL teachers to scaffold and differentiate the texts and assignments to enhance the "point of entry" for ENL students.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
The parents/guardians of Over the Counter admits who are entering the NYCDOE schools for the first time from another country are given the HLIS surveys to determine if they should be tested via the NYSITELL. This process is ongoing throughout the school year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The ENL teachers review the RNMR report in ATS to identify the students and their scores on the four modalities. In turn the ENL and ELA teachers of the integrated classes work to design assessments and activities that address each of the four modalities.  
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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

- a. The two SIFE students are 6<sup>th</sup> graders who receive more individualized instruction from the ENL teacher, ensuring that the students receive differentiated instruction and assignments that the students can comprehend and complete. Ms. Jump Morris, the Middle School guidance counselor, provides the students and their families with additional support and services. The 6<sup>th</sup> graders participate in our afterschool program (Bell Learners).
- b. Since students who are classified as Newcomers may not be at the same proficiency levels and/or grade levels, it is difficult to group them for their classes. These students are monitored to ensure that they are progressing and making improvements in their performance, most notably in ELA. Students and parents receive progress reports in order to assess their progress.
- c. Developing students are monitored and supported by their ELA and ENL teachers to ensure that they are making improvements so that they can pass not only the NYSESLAT, but the New York State ELA exams and the ELA Regents.
- d. Long-term students are encouraged to participate in extra ELA/ENL tutoring to exit from the ENL program, particularly if the students are also preparing to take the ELA Regents.
- e. Former ELLs will continue to receive additional supports, including tutoring, as they transition out of the ENL program.

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.

The student and parent will meet with the ENL teacher and the Guidance Counselor to ensure that their concerns are addressed and that the students re-enrollment will not be disruptive to the ENL program and his peers. The student will receive the supports and instruction necessary for him to be successful and to eventually transition out of ENL.

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?

The instructional strategies that teachers of ELL-SWDs use to provide access to academic content areas and accelerate English language development include extensive vocabulary building, use of sentence starters and word banks, and use of visuals and graphic organizers. The grade-level materials that teachers of ELL-SWDs use include books and readings that are at grade-level and scaffolded with guided read-alouds. Teachers of ELL-SWDs also have access to and discuss student IEPs as well as use IEPs to set goals for these students.

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?

ELL-SWDs are programmed into mainstream classes for certain subject areas as well as Self-Contained environments for extra support in order to meet their diverse needs and provide them with the necessary support to enable them to function within the least restrictive environments. ELL-SWDs are also provided with after-school opportunities to work one-on-one with the certified ESL teacher, Jeremiah Wilson.

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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.

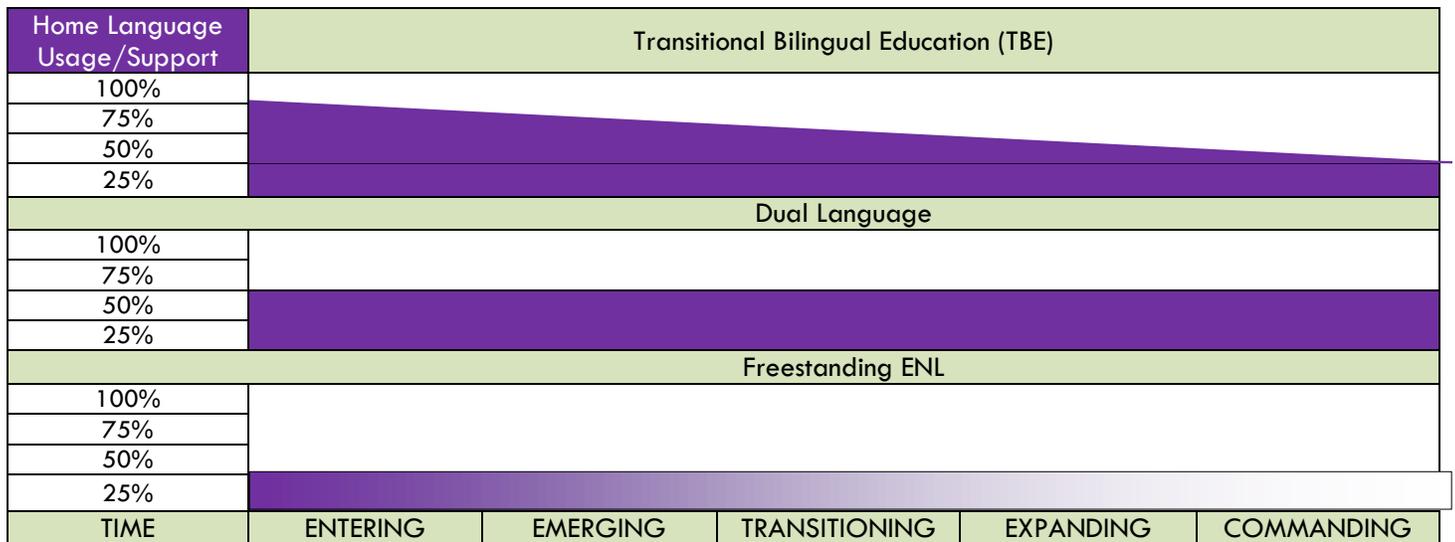


\*Note “other approved services” does not apply to New York City at this time.

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. All students, no matter their proficiency levels, are supported through the day-to-day instruction in integrated and/or free-standing ENL classes. Middle School students have an afterschool program to assist them with their academic needs, as well as a targeted Reading program built into their schedules. All programs are provided in English.:  
We are going through a transition year at Eagle, as our ENL teacher for the past four years transferred to another school. Our current ENL teacher, Mr. Wilson, is in his first year working at a NYCDOE school, having worked internationally. We also have a newly-certified ENL teacher, Ms. Austin, working with us this year, although she has taught French and Spanish in previous years at Eagle. While we have new teachers to the ENL program, they have embraced the integrated teaching structures, as have the ENL students, who enjoy being in a "regular" class and not separated from the rest of their cohort. All ENL students participate in all academic and extracurricular programs. However, our ENL teachers and ELA teachers provide extra support and time to the ENL students.  
:
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Eagle hosts a GED program afterschool two days a week. Although we have a small ENL population, perhaps there is interest in offering ESL classes to the parents of ELLs  
:
12. What new programs or improvements will be considered for the upcoming school year?  
None will be discontinued.
13. What programs/services for ELLs will be discontinued and why?  
None will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs are eligible for all school programs like any other student in the school. These may include our Extended Learning Opportunities and afterschool tutoring provided by teachers. Outreach is done through daily Town Hall announcements to all students, through mailings, emails to parents and by the ESL teacher reaching out to the ELL population specifically. The Eagle Foundation supplements Eagle's budget by providing funding for the ELO programs, which occur afterschool for five days a week. In addition, students can participate in our Mentoring Program on Saturdays, sponsored by the 100 Black Men in Law Enforcement Organization. These programs are offered to help address the educational crisis that affects "boys of color" in New York City. The main goal is to enrich each student's educational and social experience at Eagle, providing them with opportunities to participate in meaningful activities that increase their engagement in school, which should lead to improved student outcomes and higher levels of success during and after high school.
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.  
The instructional materials that are used to support ELLs include English dictionaries, bilingual dictionaries, bilingual content area glossaries, visuals, manipulatives, computers, SMART Boards, and online resources.  
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16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
A translator is provided for parent meetings and to enhance communication among ENL parents, students and teachers. Letters sent home to parents can be translated as well.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Age- and grade-appropriate texts are used with both the Middle School and High School ELLs. ESL methodologies/strategies are used to enhance class instruction at all grade and proficiency 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).  
All incoming students, who are mainly 6th and 9th Grade students, are acclimated to the school through the Summer Bridge program. ELL students may participate in the Summer Bridge Program.
19. What language electives are offered to ELLs?  
Eagle offers Spanish language and French language courses.
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.)  
Professional development for the ELL personnel at the school includes trainings provided by the DOE on ELL issues as well as a series of professional development workshops on ELLs to be implemented for all staff by the certified ESL teachers, Jeremiah Wilson and Diana Austin.
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?  
Our ENL teachers will take advantage of the PDs offered by the Bronx Field Support Center.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The support provided to staff in assisting ELLs as they transition from middle to high school will include knowledge of students' strengths and weaknesses in both language, modalities, and content areas as well as their learning styles. In addition, the Advacne document, "Specific Considerations for Teacher of English Language Learners" will be distributed to all teachers and used in PDs and in feedback sessions with administrators. Staff will also be trained in ELL issues through the series of professional development workshops to be led by the ENL teachers.
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.  
ELL training for all staff will be met through the series of professional development workshops to be implemented by the certified ESL teachers, Diana Austin and Jeremiah Wilson.

### 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?

Parent involvement is generally very strong at the school, with many active parents in the Parent Association as well as large turnouts of parents at school events. Extensive outreach has been done to parents of ELLs through telephone calls and mailings to disseminate information and encourage parent involvement in meetings and school events. Parent volunteers and translators hired are available to help provide translation services.

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.

Mr. Wilson, the ENL teacher, will keep records of the meeting he has with ELL parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Aside from the regular Parent Association meetings that we hold, ENL parents will attend specific ENL meetings held by our ENL teachers. In addition, all parents are invited to many afterschool and weekend events designed for parents by our Parent Coordinator. These include "Chat & Chews," Women's and Men's Council Meetings, College Financial Aid evenings, and grade-specific events.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school does not currently partner with other agencies or CBOs to provide workshops or services specifically to ELL parents, but this may change as future new programs and improvements, such as ESL classes to ELL parents, are implemented. Our Parent Coordinator, Ms. Browne, has worked to enrich the meetings by inviting different social service agencies and programs to present information to parents.
5. How do you evaluate the needs of the parents? The needs of ELL parents have been evaluated through surveys and conversations with parents at meetings and school events, and will continue to be evaluated through future surveys and conversations about specific issues. Surveys include the Home Language survey and the Learning Environment Survey. Ms. Denise Browne, the Parent Coordinator, has organized regularly-scheduled parent meetings that address the needs of our parents. She
6. How do your parental involvement activities address the needs of the parents? The parental involvement activities for ELL parents to date have included meetings and school events where parents have been provided with important information about their rights and their child's education as well as given the opportunity to ask questions and voice concerns. Such forums to address ELL parent needs will continue to be provided throughout the school year. Parent volunteers are available to provide translation services when necessary.

### D. Additional Information

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

## **Part VI: LAP Assurances**

**School Name: Eagle Academy For Young Men**

**School DBN: 09x231**

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)
Hector Velazquez	Principal		11/2/15
Stephen J. Mathur	Assistant Principal		11/2/15
Denise Browne	Parent Coordinator		11/2/15
Jeremiah Wilson	ENL/Bilingual Teacher		11/2/15
	Parent		11/2/15
Diana Austin	Teacher/Subject Area		11/2/15
	Teacher/Subject Area		11/2/15
	Coach		11/2/15
	Coach		11/2/15
Annette VanTull	School Counselor		11/2/15
Carron Staple	Superintendent		1/1/01
Olga Mejia-Glenn	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 9x231**

**School Name: The Eagle Academy For Young Men**

**Superintendent: Carron Staple**

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

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

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

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

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

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.

1. When a new student who may be an ELL enrolls in the school, the HLIS is administered by the certified ESL teacher, Jeremiah Wilson. The parent and student are interviewed in order to assess language needs. The NYSITELL is then administered upon determination of language needs by the Certified ESL teacher in the appropriate language, if necessary, and the results determine whether or not the student is entitled to an ELL program. Every spring, the NYSESLAT is administered on the allotted test dates to all of the identified ELLs in the school.

2. Within the first weeks of school when the ELL student population has been determined. The certified ESL teacher, Jeremiah Wilson, conducts outreach via letters and telephone calls to ELL parents for a Parent Orientation. At the Parent Orientation, the three program choices are outlined and discussed by Jeremiah Wilson, the ESL teacher, in the Entitlement letters, the Parent Orientation video, and brochures that are available. The Entitlement letters, Parent Orientation video, and brochures are all provided in both English and the parents' preferred language. An Eagle staff member is used to translate into English.

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.

18 students have their home language listed as Spanish for both written and oral communication.

## Part B: Creating a Communications Calendar

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

Principal's letters to parents that accompany the report cards each marking period. Students receive three report cards each term, for a total of six for the school year.; in addition, flyers from the Parent Coordinator regarding Eagle events, such as after-school programs, testing dates, after school activities and parent-teacher conferences. Parents can click "En Espanol" on our Google Classroom/online grading system.

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.

Parent Association Meetings: September 19, 2015; November 14, 2015; January 9, 2016; March 12, 2016; May 14, 2016  
Curriculum Night, September 30, 2015  
Attendance Teacher/Guidance Counselor calls to parents each Tuesday afternoon or at least once a week for the school year.

## Part C: Providing Language Assistance Services

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

Written translation will be completed by in-house staff, or in some cases, a translator who works with the Eagle Parent Association. On some occasions, the Parent Coordinator will contact the Translation & Interpretation Unit for Parent Teacher Conferences and for the ENL meetings with the parents of ENL students that we will hold throughout the school year.

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.

Written translation will be completed by in-house staff, or in some cases, a translator who works with the Eagle Parent Association. In addition, our Parent Coordinator works with our ENL teachers to arrange for translators from the T& I Unit for meetings with parents.

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

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

All staff will receive the T & I brochures during our designated Monday PD sessions, as well as at grade team meetings, guidance department meetings and attendance meetings. This information will be posted on the Eagle Bronx website for staff and families to use as a resource.

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

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

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

The Parent Coordinator will post information about Translation services for parents upon their entrance into Eagle. In addition, information will be disseminated to parents and guardians at Parent Association meetings. The ENL teachers will provide their students and their families with the abovementioned /listed information for parents and students.

#### **Part F: Monitoring and Quality Control**

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

Our Parent Coordinator and ENL teachers will create brief surveys regarding the quality of the translation services and its availability for parents. When possible, we would like to ensure that we have a translator with whom we have worked in order to provide consistency for our parents.

