



SOUTH BRONX ACADEMY FOR APPLIED MEDIA

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: SOUTH BRONX ACADEMY FOR APPLIED MEDIA
ADDRESS: 778 FOREST AVENUE
TELEPHONE: 718-401-0059
FAX: 718-401-0577

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320700010296 **SCHOOL NAME:** South Bronx Academy for Applied Media

SCHOOL ADDRESS: 778 FOREST AVENUE, BRONX, NY, 10456

SCHOOL TELEPHONE: 718-401-0059 **FAX:** 718-401-0577

SCHOOL CONTACT PERSON: ROSHONE AULT **EMAIL ADDRESS:** RAult@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: James Council

PRINCIPAL: ROSHONE AULT

UFT CHAPTER LEADER: Linda Dambreville

PARENTS' ASSOCIATION PRESIDENT: Dawn Grant

STUDENT REPRESENTATIVE:
(Required for high schools) Not Applicable

DISTRICT AND NETWORK INFORMATION

DISTRICT: 7 **CHILDREN FIRST NETWORK (CFN):** Center for Educational Innovation-Public Education Association

NETWORK LEADER: WILLIAM COLAVITO/BEN WAXMAN/Christine Etienne

SUPERINTENDENT: YOLANDA TORRES

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Roshone Ault	Principal	
Linda Dambreville	UFT Chapter Leader	
James Council	UFT Member	Comments: Approved per request of teacher. Unable to log onto iplan.
Dominic Sankar	UFT Member	
Crystal Oliver-Bunche	UFT Member	Comments: Approved per request of teacher. Unable to log onto iplan.
Lydia Fowler	PA/PTA President or Designated Co-President	Comments: Approval per parent request
Jacqueline Escabi	Parent	Comments: Approval per parent request
Olga Montanez	Parent	Comments: Approval per parent request
Isabel Bido	Parent	Comments: Approval per parent request
Silma Garcia	Parent	Comments: Parent no longer on SLT.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Lights! Camera! Action! This familiar phrase is associated with the world of motion pictures and has become a part of American culture. The movie making industry and the media as a whole have evolved tremendously since this term originated. Major trends in media include the migration of digital imaging technology and electronic newspapers. It is our belief that media has a profound effect on behavior, culture, politics, and economics. In our school, media will serve as a vehicle for content, research, writing, speaking, and creative thinking. Scholars will use the media as an instrument to learn in grades 6 and 7 and they will explore specific areas of media in depth in grade 8. Curriculum, instruction, and assessments will be aligned with New York State Standards.

The infusion of media into curriculum will be provided in a small, safe, disciplined, and caring environment where scholars and adults are meaningfully engaged in learning. Our entire learning community will promote logical and creative thinking and cater to all developmental levels. The curriculum design and instructional practices will enable scholars to connect academic learning to applied learning in the real world. Upon graduation, scholars will be academically prepared to make informed decisions about their roles in our changing society and they will be equipped to meet the challenges of higher education, career, and life.

The concept behind the school is to create a rigorous academic program, which is aligned to scholars' interests. There is a strong desire to integrate all disciplines so that scholars can make connections to their learning and then apply their knowledge. The scholar population at the South Bronx Academy for Applied Media is primarily Latino and African American individuals whose exposure to other cultures and ideas has been influenced by mass media. Our school strives to teach our scholars how the media influences the world and how they too can have a voice by its use. We want to empower them with interpretive and analytical skills.

The school aims to create a professional learning community in which scholars and teachers are engaged in constant learning in a respectful and nurturing environment. The school fosters collaboration and mutual respect while consistently setting and modeling the highest expectations for conduct and learning. This is further reinforced by the expectations that scholars dress in uniform and conduct themselves appropriately at all times and to know our community practices.

Through the implementation of an advisory program, called *Scholar's Forum*, scholars' socio-emotional development and the school's expectations and mission are addressed explicitly in a safe and respectful small group environment. Teachers and other staff members work closely with a small group of scholars, and serve as the point person between the school, the scholar, and the scholar's family.

The family and community connections created play a major part in the development of the school. As valued stakeholders, families, and community members have the opportunity to have their interests represented throughout different forms at the South Bronx Academy for Applied Media.

Home visits are used to form the personal connection between home and school, emphasizing the parent and family partnership with the school. Cultivating parent and family involvement in the school's structure lends itself to bringing a sense of community and responsibility back to the urban school environment.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		South Bronx Academy for Applied Media								
District:		7	DBN #:		07X296	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			87.5	89.8	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			91.8	91.16	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		79	90	54	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		95	78	94			96.1	81.3	93.2	
Grade 8		104	83	83						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			2	13	TBD	
Grade 12		0	0	0						
Ungraded		0	0	1	Recent Immigrants - Total Number:					
Total		278	251	232	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							2	5	1	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		18	30	36	Principal Suspensions		64	42	TBD	
# in Collaborative Team Teaching (CTT) Classes		1	15	12	Superintendent Suspensions		14	10	TBD	
Number all others		40	31	36						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	31	31	24	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	3	12	Number of Teachers	22	26	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	8	TBD
				Number of Educational Paraprofessionals	1	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	8	7	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	4.5	26.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	18.2	23.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	36	50	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	87.9	TBD
Black or African American	38.5	31.1	29.3				
Hispanic or Latino	61.2	67.7	69				
Asian or Native Hawaiian/Other Pacific Isl.	0	0	0				
White	0.4	0.8	0.4				
Multi-racial							
Male	52.5	48.6	45.3				
Female	47.5	51.4	54.7				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	Ysh	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	83.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	11.1	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	21.4	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	45.2	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	6	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

SECTION IV: Needs Assessment

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

The scholars have improved significantly in the past four years in the area of English Language Arts (ELA), Math and Science. As a result the South Bronx Academy for Applied Media (SBAAM) received an A on the School's NYC 2010 Progress Report Card and made Adequate Yearly Progress (AYP) in the areas of Math and Science. Additionally, the school has received a proficient rating on the most recent Quality Review.

Furthermore, the completion of learning environment surveys increased significantly across the board (*i.e., teachers, parents and scholars*). The increase is as follows:

- Teachers – 100%
- Scholars – 100%
- Parents – 87%

Trends

One of the scholar performance trends identified were that scholars in ELA and Math State Exam grades are progressively improving one year to the next although the school did not meet its AYP in ELA. In addition, teacher retention has increased dramatically. This can be widely attributed to a school culture that promotes a friendly, supportive and professional learning environment, rising academic achievement and scholar engagement/motivation. These factors have contributed to increased staff morale, which also positively impact our teachers' creative instructional methods and techniques.

Accomplishments

One of our greatest accomplishments over the last couple of years has been our consistent progress in New York State Exams. The school focused on the following areas, in order to accomplish the goals set forth:

- o Improvement in attendance
- o Decrease in Principal and Superintendent Suspensions
- o A score of 44 out of 60 resulting in an A grade for Student Progress on the 2010 NYC School Progress Report. This is a measure of median improvement in ELA and Math from last year to the current year
- o P.A. C. E. (Preparation for Academic and Career Excellence) - This program is designed to assist over age scholars in obtaining high school credit and job readiness. The scholars are provided with social and emotional support and various academic interventions. Scholars attend classes within an actual high school. This program was made possible by the acquisition of a *Campaign for Middle School Success Grant*. The school worked diligently to obtain monetary funds, programs and resources to enhance scholar achievement.
- o Obtained a grant from *New York City Connected Learning*. This program provides a desktop computer for families of the current 6th Graders and subsequent incoming

classes. Families receiving a desktop computer also receive training on Saturdays. These resources enrich instruction by introducing a large number of families to readily accessible technology and allow us to advance within the technological arena. This further supports our mission as a media based community.

- o Increase in cross-content collaboration and data dissemination to elevate rigor of scholar learning and the inquiry process

- o Increased enrollment

- o Increase in online submission of the 2010 Learning Environment surveys (LES) by parents, teachers and scholars for which the school earned a Green School Award.

- o Overall increase in submission of LES for both parents and students

- o Report card grade of A, Progress Report attained AYP and Quality Review rating of proficient

Partnerships

SBAAM has acquired many partnerships that help enhance our learning community and scholar's social emotional support.

- o *CEI-PEA-This* network provides the school with professional guidance and support.

- o *Partnership with Children* provide social support and career development

- o *Girl Scouts Council of Greater New York Partnership in Education Programs* provides social and emotional growth, etiquette, etc.

- o *SoBro* provides tutoring services, physical fitness, cultural enrichment and making rational decisions.

- o *Urban Advantage (UA)* provides ongoing professional development and family and scholar access to eight of New York City's cultural learning institutions. Furthermore the program provides support and resources for all three grade levels to increase investigatory learning.

- o *Educators for Social Responsibility*- This program provide mentoring, assistance in organizing extra curricula activities for scholars. In addition, the program provides support in the areas of classroom management.

- o *Multicultural Music Group*-The introduction of music. This program promotes an appreciation for musical instruments. In addition, scholars are given the opportunity to experience the diversity of music. The intelligences addressed are: Musical, Spatial, and Kinesthetic, etc.

- o *Inquiry Process*- The inquiry process has been implemented in all content areas across all grade levels. Data is analyzed and disseminated by the Data Action Research Team (DART) to content area teams. Collaborative measures are then taken by content area teams and DART to increase scholar achievement.

Barriers

One of the barriers that we face is low, but improving, parental involvement. Presently a large number of parents find it difficult to volunteer their time within the school community.

Another barrier has been not making AYP in ELA for the first time in three years.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	S D
<input type="checkbox"/> <input type="checkbox"/> Goal #1 - ELA By June 2011, the total amount of Level 1 scholars will decrease by 50%, while Level 3 and 4 scholars will compose 25% of the scholar population; and, 80% of all scholars and 93% of scholars in the lowest third will make at least one year of progress, as measured by the NYS ELA exam.	<input type="checkbox"/> T g m th th e B to g d m s p th y in a cl e s re te o
<input type="checkbox"/> Goal #2 – Mathematics By June 2011, the total amount of Level 1 scholars will decrease by 50%, while Level 3 and 4 scholars will compose 35% of the scholar population; and, 77% of all scholars and 84% of scholars in the lowest third will make at least one year of progress, as measured by the NYS Math exam.	<input type="checkbox"/> T g m th th e B to g d

	m s p th y in a cl e s re te o
--	--

<input type="checkbox"/> Goal #3 – Science By June 2011, the total amount of Level 1 scholars will decrease by 50%, while Level 3 and 4 scholars will compose 30% of the scholar population, as measured by the NYS Science exam.	<input type="checkbox"/> g m th th S e B to g d m s p th y in a cl e s re te o
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<input type="checkbox"/> Goal #4 – Attendance By June 2011, scholars as a whole will average 90% attendance, with all 6 th grade scholars averaging 93.6%, 7 th grade averaging 93.0% and 8 th grade averaging 91.5%.	<input type="checkbox"/> g m th th a ra B to g d m a in s th
--	---

	cl in a ra In s C tr tr b in m
<input type="checkbox"/> Goal #5 – Community Involvement By June 2011, 90% of parents, 99% of students and 99% of teachers will have completed the annual Learning Environment Survey.	<input type="checkbox"/> T g m th ra L E S

	<p>aligned to the needs of our scholars. This information is provided by our Data Action Research Team (DART). This team is led by the Data Specialist and is composed of multiple teachers and administrators who meet weekly to discuss scholar achievement data. DART has been successful in disaggregating data that has highlighted specific skills that are in need of attention among our scholar community. For this reason, our school has allocated significant resources in programs that target scholars who are deficient in skills highlighted by DART. Programs like Read 180 targets scholars that are deficient in comprehension. Scholars in this program are generally selected from the school's lowest third and are expected to make at least one year of progress by the end of the school year. "Read 180" is a support program which is used to compliment the school's general curriculum. Another program implemented is Wilson which is program that focuses on skills like decoding and phonics. Teachers providing instruction under these programs have and will continue to receive professional development on ways to better implement the program to achieve success with their target population. This program will be an ongoing support system throughout the school year, ending in June. Teachers are using data to highlight their lowest third in their classes and to provide support in specific skills as well.</p> <p>SBAAM has also allocated Academic Intervention Service periods a week for teachers to further develop scholar skills. These scholars are provided with assistance in areas indicated by the data collected in the classroom.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Previous to the current school year, all ELA teachers and the principal collaborated through online sessions and during the SBAAM Summer Institute in order to brainstorm for curriculum focuses for the upcoming year.</p> <p>During the school term, the ELA staff reviews data from writing assessments that serve as a guide for a synopsis of students strategies and weaknesses as a school as a whole, as different grades, and as specific classes. This to ensure that teachers remain focused on the ELA standards. Teachers also visit other's classroom in order to model strategy and differentiation. ELA teachers attend weekly common planning sessions with the principal. The principal consultant provides and organizes ongoing PD and instruction. In addition the</p>

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.



In order to achieve our annual goals, the school will use various different strategies and programs. The Leadership Enrichment in Academics Program (LEAP) is designed to assist scholars that are in the bottom third in state math test scores. All the LEAP scholars in the program have scored a level 1 or a low level 2 on the previous year's state math exams. Using a diagnostic exam, a skill is identified in which the scholars will improve upon as a group.

The Leadership Enrichment in Academics Program Plus (LEAP Plus) was designed for the scholars that received a high level 2, level 3 or level 4 on the previous math state exam. There are several exams these scholars are being prepared for: The Specialized High School Exam, the Math State Exam, the Integrated Algebra Regents Exam and the Living Environment Regents exam.

There are two members of the Inquiry Team who collaboratively provide instruction to the LEAP and the LEAP Plus scholars. LEAP Plus meets Tuesday, Wednesday and Thursdays from 7:30 am to 8:15 am. LEAP meets Tuesday and Wednesday from 3:00 pm to 4:00 pm. The LEAP and LEAP Plus Scholars are selected by the Inquiry Team.

The Scholar Sunrise (extended time) Program, targets all school wide scholars that have received a level 1 or low level 2 on the previous year's exam. The program uses Kaplan instructional material. The Scholar Sunrise Program meets Tuesday, Wednesday, and Thursday from 7:30 am to 8:15 am. Scholars (school wide) were given a math diagnostic exam from the Ed Performance Series. The data collected from the exam determines which scholars will be placed in the group based on their needs. Teachers provide Academic Intervention Services (AIS) to scholars as part of their professional period. Each group consists of a maximum of four scholars and one math teacher. The teacher presents specific skills and concepts that the scholars work on. The teachers are responsible for maintaining a record of goals and objectives which are completed with each group (Accountability Log). The teacher has the autonomy to alter groups according to scholar needs as the year progresses.

Math teachers attend weekly common planning sessions with A.U.S.S.I.E. Math consultants. The math consultants provide ongoing PD and instruction. In addition the consultants facilitate lab-site model lessons in classrooms as an instructional tool for the teachers. During common planning teachers identify students who need extra support. These scholars will receive an additional 18 hours of test prep instruction during Saturday Academy. The Inquiry Team works with staff by

	<p>analyzing data from previous state exams, diagnostics, interim and teacher generated assessments. The goal of the Inquiry Team is to work with staff to compute and understand the data collected to drive instruction.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Prior to the start of the academic school year, the math teachers attended a three-day retreat, facilitated by the math A.U.S.S.I.E. Consultants, focusing on the math curriculum, standards, techniques, scholars and class management.</p> <p>Math teachers attend weekly common planning sessions with the math consultants. The math consultants provide ongoing PD and instruction. In addition the consultants facilitate lab-site model lessons in classrooms as an instructional tool for the teachers. During common planning teachers list students who need extra support. These students will be able to receive an extra 18 hours of test prep instruction during Saturday Academy.</p> <p>The Inquiry Team works with staff by analyzing data from previous state exams, diagnostics, interim and teacher generated assessments. The goal of the Inquiry Team is to work with staff to compute and understand the data collected to drive instruction. TL Fair Student Funding to purchase resources and teaching supplies.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>The annual goal will be measured by the results of the NYS Math exam. Benchmarking towards the goal will be done by measuring scholar progress throughout the year on interim assessments, classroom exams, scholar reflection and teacher observation.</p>

**Subject Area
(where relevant) :**

Science and Social studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Goal #3 – Science</p> <p>By June 2011, the total amount of Level 1 scholars will decrease by 50%, while Level 3 and 4 scholars will compose 30% of the scholar population, as measured by the NYS Science exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Once a week science mentoring program. • More content specific PD for science and Social Studies teachers. • Use of ELA data to inform Social studies and Science teachers of low skills concerning reading informational texts. • Practice DBQs used in 8th grade Social Studies classroom • More hands-on lab activities performed in Science classrooms across all grades. • Interdisciplinary and collaborative projects and planning occurring across all grades.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> For Science and Social studies there are biweekly common planning periods and specifically for social studies, a once a week a vertical planning period. Teachers receive ongoing professional development as well as instructional support from Social Studies and Science coaches. They receive 3-5/ 7 hours (full day) professional developments per year. The Social Studies and Science Saturday academy are staffed with teachers who are familiar with testing techniques. The academy provides 24 hours (four hours during six consecutive Saturdays) of extra support for students preparing to take state and city exams. The academy also focuses on New York City and New York State Standards.</p> <p>TL Fair Student Funding to purchase resources and teaching supplies.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> The annual goal will be measured by the results of the NYS Science and Social Studies exams. Benchmarking towards the goal will be done by measuring scholar progress throughout the year on interim assessments, classroom exams, scholar reflection and teacher observation.
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Subject Area
(where relevant) :

Attendance

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> Goal #4 – Attendance By June 2011, scholars as a whole will average 90% attendance, with all 6th grade scholars averaging 93.6%, 7th grade averaging 93.0% and 8th grade averaging 91.5%. </div>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/> Creation of Attendance Committee to monitor and foster scholar attendance. • Creation of Attendance Coordinator to gather scholar attendance data and act as liaison to parents when scholars are absent. • Attendance drawings held on targeted low-attendance days (e.g. before and after school breaks, half days, Halloween) to improve school-wide attendance. • Creation of Keeping T.A.B.S. system to target “at-risk” scholars (defined as scholars with 0% - 85% attendance) and assign them a staff “buddy” to monitor and improve their attendance. • Attendance competitions (traveling trophies) and Power Point Presentations shown at monthly “State of the Grade” Addresses. • Attendance bulletin board posted monthly to make attendance visible and public to school community. • Incentive field trips implemented (e.g. ice-skating, jazz ensemble assembly) for scholars with excellent and/or most improved attendance.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> AIDP Attendance and Tax Levy Attendance funding is used to: a) supplement the salary of our Family Worker b) supplement the salary of our Attendance Teacher's pay for transportation for staff to conduct home visits</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> The annual goal will be measured by the average of the daily attendance rates. Benchmarking towards the goal will be done by monthly assemblies informing scholars of their school, class and individual attendance rates. Incentives such as certificates, trips, trophies will be used to increase motivation</p>

Subject Area
(where relevant) :

Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #5 – Community Involvement By June 2011, 90% of parents, 99% of students and 99% of teachers will have completed the annual Learning Environment Survey.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>To increase parental involvement in our school community by ensuring that parents/guardians are aware of their child’s goals and by recruiting their help toward attaining those goals. 50% of our scholar population’s parents will participate in two or more school events.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>The annual goal will be measured by the completion rates for Learning Environment Survey<input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> Parent Participation Monitoring Chart – Hours Parent Participation Recognition at the end of the year Certificates/Luncheon for Parent Recognition (align with marking periods) Recognition at PTA meetings Sign In Sheets Number of Learning Environment Surveys completed

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	62	62	62	62			88	19
7	84	84	84	84			88	19
8	85	85	85	85			88	19
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/> Academic Intervention Services is an ongoing service provided by teachers on an as needed basis. Teachers address targeted skills within the content area. AIS is also integrated within Scholar Sunrise, Read 180 and Wilson, which are programs that are implemented in small instructional groups.</p> <p>Teachers develop differentiated instructional plans which are used to address targeted skills and wide range of learning modalities. In addition, content area teachers provide additional materials to assist AIS teachers with instructional planning. AIS is provided before and throughout the school day.</p>
Mathematics:	<p><input type="checkbox"/> Academic Intervention Services is an ongoing service provided by teachers on an as needed basis. Teachers address targeted skills within the content area. AIS is also integrated Project LEAP and Scholar Sunrise, which are programs that are implemented in small instructional groups.</p> <p>Teachers develop differentiated instructional plans which are used to address targeted skills and wide range of learning modalities. In addition, content area teachers provide additional materials to assist AIS teachers with instructional planning. AIS is provided before and throughout the school day.</p>
Science:	<p><input type="checkbox"/> Academic Intervention Services is an ongoing service provided by teachers on an as needed basis. Teachers address targeted skills within the content area. AIS is also integrated within Scholar Sunrise, which is program that is implemented in small instructional groups.</p> <p>Teachers develop differentiated instructional plans which are used to address targeted skills and wide range of learning modalities. In addition, content area teachers provide additional materials to assist AIS teachers with instructional planning. AIS is provided before and throughout the school day.</p>

Social Studies:	<input type="checkbox"/> Academic Intervention Services is an ongoing service provided by teachers on an as needed basis. Teachers address targeted skills within the content area. AIS is also integrated with the Scholar Sunrise, which is a program that is implemented in small group instructional groups. Teachers develop differentiated instructional plans which are used to address targeted skills and a wide range of learning modalities. In addition, content area teachers provide additional material to assist AIS teachers with instructional planning. AIS is provided before and throughout the school day.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The guidance counselor provides at-risk counseling support to scholars who are struggling academically and behaviorally. The services are provided during one to one or group sessions.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Partnership With Children (PWC) is a Community Based Organization that consist of social workers who provide services to the students in our community. They provide several services in various areas. Students receive individual counseling, group counseling, peer mediation, Job Readiness, Big Brother Big Sister and Life Skills. PWC provide services at various times throughout the school day.
At-risk Health-related Services:	<input type="checkbox"/> Substance Abuse Prevention Intervention Service is a community based counselor who provides services to our community. Students receive individual counseling on a weekly basis.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

6, 7, 8

Number of Students to be Served:

LEP 30

Non-LEP 270

Number of Teachers 1

Other Staff (Specify) Not Applicable

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

School ELL Profile

The Language Allocation Policy Team in the South Bronx Academy for Applied Media is composed of the principal, the ESL teacher, a sixth grade ELA teacher, and the Data Specialist. Together, the LAP team links ELLs and their families with high quality academic opportunities and ensures the alignment of ELL programs with the comprehensive core curriculum in content areas.

The South Bronx Academy for Applied Media is a small school of 231 scholars. This school serves 31 ELLs, who comprise 12% of the school's total population. The service provider for the ESL program at the South Bronx Academy of Applied Media is Ms. Cynthia Paulino, a NYC Teaching Fellow with the transitional B certificate in TESOL. The ESL teacher is skilled in both pedagogy and content, and is engaged in professional development. She attends workshops sponsored by the Bronx BETAC. She demonstrates academic language proficiency in English and Spanish, and she uses native language support when needed.

In addition, since most content area teachers teach ELLs, they attend professional development workshops to build skills and learn techniques to provide linguistic and cognitive support for English Language Learners (ELLs). These workshops also improve cross-cultural understandings and validate the cultural identify of English-language scholars.

ELL Identification Process

All parents of newly enrolled scholars complete a Home Language Survey to help the school identify scholars with limited English language proficiency. The survey is completed on school grounds with a certified teacher who speaks the parent's native language in order the complete the interview portion. Once potential ELLs are identified, they are administered the Revised Language Assessment Battery (Lab-R) by the ESL Coordinator within the first ten days of enrollment. This test determines whether scholars are entitled to ESL services and informs the ESL teacher about the proper assignment of ESL cluster placement of the ELLs.

The parents of ELLs are then contacted, informed of their child's ESL status, and invited back to attend a parent orientation meeting, where they view the Parent Orientation DVD in their native language and complete the Parent Choice Survey. At this meeting, parents learn about the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) and what options are available at the South Bronx Academy of Applied Media.

The school ensures the proper return of all Program Selection Forms by having them completed on school grounds. While general Parent Orientations are held in the Fall and Spring, individual parent conferences are held throughout the school year, and are scheduled around the

parent's convenience. Entitlement letters are mailed to the parents in first ten days of initial enrollment. The school ensures the proper return of all Program Selection Forms by completing them on school grounds.

After reviewing the Parent Survey and the Program Selection forms, the majority of the ELL parents have opted for an ESL program in the past three years. The program model offered at the South Bronx Academy of Applied Media is aligned with the parent requests. To build alignment between parent choice and the program offered by the school, the ESL Coordinator closely monitors the Parent Choice forms. If 15 or more parents opt for Transitional Bilingual Education or Dual Language, an additional program is installed to comply with the parent's request.

ELL Demographics

The South Bronx Academy for Applied Media is a small school of 250 scholars. The program at this middle school is a pull-out ESL program that is served by one ESL teacher. The program serves thirty-three ELLs, who comprise 12.4% of the school's total population. The native languages of these ELLs include Arabic, French, Fulani, and Spanish. Scholars range from grade 6 through 8. The ELL population includes 5 scholars with interrupted formal education (SIFE) and 12 special education designated ELLs, six of whom do not require ESL instruction as per their IEP. We have 7 newcomers (ELLs who have been served for no more than three years) and 15 long-term ELLs (ELLs who have been served for a minimum of seven years).

Programming and Scheduling Information

The ESL program at the South Bronx Academy for Applied Media is a Pull-out model with homogenous proficiency level groups. The program consists of three clusters. One is of Beginner ELLs, another cluster is made up of Intermediate ELLs, and the last cluster is comprised of Advanced ELLs. Scholars are placed in a cluster based on their most recent LAB-R or NYSESLAT scores. The clusters meet at least 5 times a week for 45 minute periods. As mandated in the New York State CR Part 154, the Beginners and Intermediates get 360 minutes of ESL instruction every week, and Advanced ELLs get 180 minutes per week of ESL instruction. The mandated number of instructional minutes is provided by the ESL teacher. The size of the ELL pull-out classes ranges from 3 to 15 students, allowing the ELL teacher to address students' different learning styles and differentiate instruction.

Delivery of Instruction

The ESL program at the South Bronx Academy of Applied Media teaches literature and the English language using ESL methodologies and native language support. In order to make content comprehensible and enrich language development, the ESL teacher presents a plethora of lessons and activities that encourage communication in the classroom and the use of academic vernacular. In addition, the ESL program provides content-based instruction that is aligned to the New York State learning standards. Throughout the various ESL instructional practices and activities, lessons are modeled, contextualized, and scaffolded to maximize learning. Common ESL instructional practices include:

- Whole language approach: Language is used in natural ways for a specific purpose in an activity which fosters social interactions. Instruction closely integrates speaking, listening, reading, and writing.
- Interdisciplinary learning: An instructional unit is based on a theme built around two or more disciplines. Standards combine context and language learning in meaningful contexts and develop critical thinking skills.
- Cooperative learning activities: Scholars work together in small groups on a time limited task. Scholars negotiate and exchange knowledge and experiences while making connections with content and language.

Lessons include read alouds, pair share, independent reading/writing journals, graphic organizers, skills and guided practice, phonemic awareness, fluency, vocabulary, text comprehension, and writing. In order to challenge our scholars to use higher order thinking skills, there is a lot of open-ended questioning, accountable talk, non-fiction reading and writing. Some methodologies and strategies are used to carry out the lessons. They include CALLA, TPR, scaffolding, visuals, graphic organizers, collaborative learning, modeling, etc. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

The ESL program at the South Bronx Academy of Applied Media uses the Milestones series by Heinle Cengage Learning. The series' levels range from Intro to C, and the scholars are leveled by their 2009 NYSESLAT or Lab-R scores. The Milestones series provides standards-based instruction in reading, writing, listening, and speaking, and it is designed to accelerate the language and literacy growth of ELLs.

Differentiation and Support

Native language support is provided in the ESL program. The ESL teacher sometimes uses Spanish, a dominant language among ELLs, to clarify some points. The scholars are encouraged to use their native language for specific purposes, such as clarification or questioning. ELLs are provided with additional native language support with materials in their native language in the school and ESL class library, as well as the use of bilingual dictionaries in ESL and content-area classes.

In order to differentiate instructions for ELLs, the South Bronx Academy for Applied Media has several programs in place that provide supplementary support. The Wilson series is used to assist scholars in the development of their phonemic awareness. Read 180 is used to aid reading comprehension. In addition, the Scholar Sunrise Program provides scholars with academic support in small group instruction before school.

- Scholars with interrupted formal education (SIFE) and ELLs identified as having special needs receive additional instructional time before school in the Scholar Sunrise Program, as well as targeted instruction in a small group setting via Read 180.
- The newcomers (ELLs who have been receiving ESL instruction for no more than 3 years) receive intensive targeted instruction in reading, writing, speaking, and listening in small group settings. This targeted instruction ensures that the ELLs quickly achieve the state-designated grade-level of English-language proficiency.
- The goal for our long-term ELLs (ELLs who have been receiving ESL instruction for at least 6 years) is to reach English-language proficiency by the end of the school year. Instruction is driven by the scholars' NYSESLAT scores and thus catered to their language needs.

In addition, targeted intervention programs have been put in place at the South Bronx Academy for Applied Media for ELLs in Math and ELA. They include Scholar Sunrise, Wilson phonetics program, and Read 180. These programs are offered in English.

When ELLs reach proficiency in the NYSESLAT, they continue to be provided with continuing transitional support. They are awarded with ESL mandated NYS testing modifications for two additional years, and they are supplied with bilingual glossaries.

Professional Development and Support for School Staff

As part of the professional development plan for all ELL personnel at the South Bronx Academy for Applied Media, an ESL consultant will provide monthly workshops that relate to strategies and techniques in teaching ELLs. Additionally, the ESL teacher will attend monthly ELL Liaison meetings, which are facilitated by CEI PEA. Monthly PDs and assistance from the ESL teacher will provide support to the staff as they assist ELLs in their transition from elementary to middle school and middle to high school. These monthly PDs will assist the staff in completing the minimum 7.5 hours of ELL training.

Parental Involvement

The South Bronx Academy of Applied Media ensures that all parents of ELLs are well informed of ELL policing. Upon entering the NYC school system for the first time, parents of ELLs are provided with a parent orientation in their native language. In this meeting, parents learn about their rights and options as a parent of an ELL, as well as assessments, state standards, and school expectations and policies. This orientation is designed to establish communication systems with the parents. The orientation session is held once in the Fall and Spring, and additional orientation sessions will be held throughout the school year as needed upon new admissions of ELLs in the schools. In addition, parents are provided with the ESL program materials provided by the DOE in their native language. Additionally, to be aware of the needs of the parents, the school evaluates the surveys and feedback received at PTA meetings. In order to address their needs, the school organizes parental workshops are based on the requests of the parents.

Test Data Analysis

The 2009 NYSESLAT data reveals that there are more Advanced ELLs in the South Bronx Academy for Applied Media. However, while many of the ELLs scored proficient in the listening/speaking modality, most of them received an Intermediate- or Advanced-proficiency score in the reading/writing modality. On average, the English Language scholars scored at least ten points higher in the speaking section than in the listening section, and 60 percent of this population scored higher in the reading section than in the writing section.

ESL instruction in the South Bronx Academy for Applied Media is heavily based on these findings. Since the NYSESLAT data demonstrates that ELLs need reinforcement in reading and writing. As such, the ESL teacher focuses on building vocabulary and reading comprehension. ELLs will be required to complete weekly vocabulary quizzes and monthly literature units. The ESL teacher will also present a manifold of lessons and activities that improve English writing skills. Scholars will be instructed in English grammar, mechanics, and conventions, and they will be required to complete many writing assignments, which will be compiled in an English-language writer's portfolio.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

As part of the professional development plan for all ELL personnel at the South Bronx Academy for Applied Media, an ESL consultant will provide monthly workshops that relate to strategies and techniques in teaching ELLs. Additionally, the ESL teacher will attend monthly ELL Liaison meetings, which are facilitated by CEI PEA. Monthly PDs and assistance from the ESL teacher will provide support to the staff as they assist ELLs in their transition from elementary to middle school and middle to high school. These monthly PDs will assist the staff in completing the minimum 7.5 hours of ELL training.

Section III. Title III Budget

School: **07X296**

BEDS Code: **320700010296**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9856	<input type="checkbox"/> Title III will supplement the daily program by providing English Language Learners (ELLs) at the South Bronx Academy for Applied Media with the Saturday Academy and Multicultural Club . The Saturday Academy will build the ELA and Math skills of approximately 30 ELLs, as well as prepare them for the NYS Math and ELA exams. While the Saturday Academy runs for 15 sessions from January through May, Title III funds will be used to fund 9 sessions. It will take place on select Saturdays from 8:30 AM to 12:00 PM. The Multicultural Club will build the English-language literacy skills of 15 ELLs through multicultural education. It will run for 10 sessions, starting in late February and ending in May. It will take place on select Tuesdays, Wednesdays, and Thursdays from 3:30 PM to 5:00 PM.
Purchased services - High quality staff and curriculum development contracts	\$0	<input type="checkbox"/> Other categorical funding is use for high quality staff and curriculum development contracts.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$5144	<input type="checkbox"/> Funding is used to purchase instructional materials and general supplies for LEP and Immigrant students.
Educational Software (Object Code 199)	\$0	<input type="checkbox"/> Not Applicable.
Travel	\$0	<input type="checkbox"/> Not Applicable.

Other	\$5144	<input type="checkbox"/> Funding is used to promote parental involvement for LEP and Immigrant students. See Title III Plan.
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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



Home language surveys are distributed and collected from parents/guardians to assess our written translation and oral interpretation needs. The surveys are collected and analyzed by our Data Action Research Team. The team implements next steps in light of the survey data.

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



The major findings of our school's written translation and oral interpretation needs include: a) Parents/guardians feel that they are provided written translation and oral interpretation services in a timely manner. b) Approximately 15% of our scholar population need these services.

Part B: Strategies and Activities

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

Written translation services are provided in Spanish and English for our parents/guardians. All notices and flyers are translated prior to distribution to the entire school community. Written translation services are provided by an outside vendor for French speaking parents/guardians and are provided in-house by school staff for Spanish speaking parents/guardians. Additionally, parent volunteers translate for Spanish speaking parents/guardians during School Leadership Team and Parent Teacher Association meetings.

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

Oral interpretation services are provided in Spanish and English for our parents/guardians. Separate school meetings/workshops are held in the parent/guardians native language. During whole school events, oral translation services are provided by an outside vendor for French speaking parents/guardians and are provided in-house by school staff for Spanish speaking parents/guardians. Additionally, parent volunteers translate for Spanish speaking parents/guardians during School Leadership Team and Parent Teacher Association meetings.

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

The school ensures that parents/guardians receive notification in their native language. Our school will adhere to all guidelines highlighted in Section VII of Chancellor's Regulations A-663.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$244,498	\$47,573	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2445 + \$746 = \$3191		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,225	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$24,450	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Not Applicable

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

South Bronx Academy for Applied Media agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving scholar academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

South Bronx Academy for Applied Media , and the parents of the scholars participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the scholars will share the responsibility for improved scholar academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

South Bronx Academy for Applied Media will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's scholar academic achievement standards as follows:
 - Ø Teachers will align curriculum and instruction to NYS standards.
 - Ø Administration will ensure that teachers receive high-quality professional development in order to provide high-quality curriculum and instruction.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Ø November 2010
 - Ø February 2011
 - Ø As needed throughout the school year
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Ø Parents will receive report cards four times throughout the academic year.
 - Ø Parents/Guardians will receive monthly progress reports during the months report cards are not distributed.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Ø Staff will be available for consultation with parents on a regular basis.
 - Ø Parents/Guardians will have to make appointments to ensure that the teacher's instructional time is not interrupted.
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Ø Parents may volunteer, observe and participate in their child's class once the teacher and staff is notified.
 - Ø Parent Coordinator will coordinate the training of parent volunteers.
 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating scholars), and will encourage them to attend.
 9. Provide information to parents of participating scholars in a coherent and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels scholars are expected to meet.
 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 12. Provide to each parent an individual scholar report about the performance of their child on the State assessment in at least math and ELA..
 13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.

- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and scholar academic achievement standards.

- a. Staff will review 2010-11 ELA, Math and NYSESLAT test scores.
- b. Staff will review scholar portfolios.
- c. Staff will review scholar grades per subject and per marking period.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- a) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
- a. Utilize KAPLAN and New York State Coach ELA test preparation materials.
 - b. Utilize KAPLAN and New York State Coach Math test preparation materials.
 - c. Utilize previous state assessments in ELA and Math.
 - d. Administer predictive assessments in ELA and Math, which are used to identify areas for improvement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Scholar Sunrise Program 7:30 - 8:15 a.m. Tuesdays - Fridays; After school programs and Saturday Academy.
 - o Help provide an enriched and accelerated curriculum.
 - Accelerated Living Environment and Integrated Algebra offered to grade 8 scholars; Specialized High School Institute offered for grades 7 and 8 students.
 - o Meet the educational needs of historically underserved populations.
 - All scholars are offered AIS and enrichment programs.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - All scholars are offered AIS and enrichment programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
 - Not Applicable.
3. Instruction by highly qualified staff.
- Teachers are highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

All staff engage in Professional Development sessions throughout the school year.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Advertisements in major newspapers and at colleges and universities.

6. Strategies to increase parental involvement through means such as family literacy services.

a. Implement ESL classes for parents/guardians

b. Various workshops for parents (ie. How to support your child, accessing social services, etc.)

c. Cultural Events

d. Invite parents/guardians to scholar-driven school events

e. Home visits

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not Applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Each content aread team meets weekly in Action Research Planning committees.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

i. Scholars will be referred to Guidance

ii. Pupil Personnel Team will address referred scholars and determine necessary services and interventions

iii. Referral to intervention services such as tutoring, speech, SETSS, counseling and/or evaluation.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.



Guidance will contact services and programs to conduct workshops and presentations for scholars, parents and staff.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed

Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			205,378	True	Goal # 1, 2, 3 & 4
Title I, Part A (ARRA)	Federal	Yes			\$46,827	True	Goal # 1, 2, 3, 4 & 5
IDEA	Federal	Yes			\$71,023	True	Goal #4 & 5
Tax Levy	Local	Yes			\$1,234,915	True	Goal #1, 2, 3, 4 & 5

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Not Applicable

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Not Applicable

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Not Applicable

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Not Applicable

c. Minimize removing children from the regular classroom during regular school hours;

Not Applicable

4. Coordinate with and support the regular educational program;

Not Applicable

5. Provide instruction by highly qualified teachers;

Not Applicable

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Not Applicable

7. Provide strategies to increase parental involvement; and

Not Applicable

8. Coordinate and integrate Federal, State and local services and programs.

Not Applicable

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
15
2. Please describe the services you are planning to provide to the STH population. Academic programs and educational support services, including per session tutoring (AIS, morning sunrise programs) Basic/emergency supplies (such as school books, personal hygiene items, school supplies, school uniforms) Access to before and after-school programs and summer programs with an educational focus (after-school programs) Counseling services, including per session counseling (At-risk counseling and SAPIS worker) Parental involvement activities (Parent workshops) Transportation, Case Management through guidance.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
Not Applicable
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 Not Applicable
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
Not Applicable

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_07X296_021611-161231.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 07	School Number 296	School Name South Bronx Academy
Principal Roshone Ault	Assistant Principal Andrea Lawrence		
Coach	Coach		
Teacher/Subject Area Cynthia Paulino / E.S.O.L.	Guidance Counselor John Nutterfield		
Teacher/Subject Area	Parent		
Teacher/Subject Area	Parent Coordinator Ashley Jones		
Related Service Provider	Other Dmitry Terekhov, Data Speciali		
Network Leader	Other Sha'Von Hodge, IEP Coordinator		

B. Teacher Qualifications

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

Number of Certified ESL Teachers		Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	270	Total Number of ELLs	30	ELLs as Share of Total Student Population (%)	11.11%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

ELL IDENTIFICATION PROCESS

All parents/guardians of newly enrolled scholars complete a Home Language Identification Survey to help the school identify scholars with limited English language proficiency. Ms. Paulino, the ESL teacher, administers the HLIS. In order to complete the interview in English and in the native language, a certified teacher who speaks the parent/guardian's native language provides assistance as they complete the survey on school grounds. Once potential ELLs are identified, the ESL teacher, Ms. Paulino, administers the Revised Language Assessment Battery (Lab-R) within the first ten days of enrollment. This test determines whether scholars are entitled to English-Language services and informs the ESL teacher of the proper placement of ELLs in an English-language group. After a scholar is identified as an ELL by the Lab-R, his/her parents/guardians are informed of their child's status as an ELL and are invited to a Family Orientation Meeting held at the South Bronx Academy for Applied Media. At this meeting, parents/guardians learn about the three English-language program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) offered in NYC public schools and English-language programs available at the South Bronx Academy for Applied Media. Also, they view the Family Orientation DVD in their native language and complete the Parent/Guardian Choice Survey and Program Selection forms. Since families complete these forms on school grounds during this mandatory Family Orientation meeting, the school ensures the proper return of these forms by parents/guardians of ELLs. A Family Orientation meeting is held in the Fall and Spring for all parents/guardians of ELLs to attend. If the dates and times of these general orientations are not convenient for the parent/guardian, then the ESL teacher schedules an individual Family Orientation Meeting at the parent/guardian's convenience. Entitlement letters are mailed to the parents/guardians of ELLs before the first Parent Teacher Conference of the school year. The parents/guardians of newly entitled ELLs receive their entitlement letters within the first ten days of initial enrollment.

PARENT CHOICE

After reviewing the Parent/Guardian Survey and the Program Selection forms, the majority of the parents of ELLs have opted for an ESL program in the past three years. The program model offered at the South Bronx Academy for Applied Media is aligned with the parent/guardian requests. To build alignment between parent/guardian choice and the program offered by the school, the ESL teacher closely monitors the Parent/Guardian Choice forms. If 15 or more parents/guardians opt for Transitional Bilingual Education or Dual Language, an additional program is created to comply with the parents/guardians' request.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In							2	1	1					4
Total	0	0	0	0	0	0	2	1	1	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	5
SIFE	2	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	15

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4	2		11		3	15		2	30
Total	4	2	0	11	0	3	15	0	2	30

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	8	6					28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	14	8	8	0	0	0	0	30

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

DELIVERY OF INSTRUCTION

The ESL program at the South Bronx Academy for Applied Media is a pull-out model with homogenous proficiency level groups. The program consists of three ESL clusters or classes. One cluster is comprised of Beginner ELLs, another cluster is made up of Intermediate ELLs, and Advanced ELLs constitute the last cluster. Scholars are placed in a cluster based on their most recent LAB-R or NYSESLAT scores. As mandated in the New York State CR Part 154, the Beginner and Intermediate ELLs receive 360 minutes of ESL instruction every week, and Advanced ELLs are provided with 180 minutes per week of ESL instruction. The mandated number of instructional minutes is provided by the ESL teacher. The size of the ELL pull-out classes ranges from 3 to 15 scholars, allowing the ELL teacher to address scholars' different learning styles and to differentiate instruction.

In their content areas, ELLs receive instruction in English that is aligned to the New York State learning standards. The majority of the teachers have received Jose P. professional development and are versed in the effective ESL methodologies. In order to make content comprehensible and enrich language development, they present a plethora of lessons and activities that encourage communication in the

classroom, as well as the use of academic vernacular. Additionally, lessons are modeled, contextualized, and scaffolded to maximize learning. The common instructional practices that content area teachers use with ELLs include but are not limited to:

- Whole language approach: Language is used in natural ways for a specific purpose in an activity which fosters social interactions. Instruction closely integrates speaking, listening, reading, and writing.
- Cooperative learning activities: Scholars work together in small groups on a time limited task. Scholars negotiate and exchange knowledge and experiences while making connections with content and language.
- Cognitive Academic Language Learning Approach (CALLA),
- Total Physical Response (TPR)
- Scaffolding
- Visuals
- Graphic organizers
- Collaborative learning
- Modeling
- Read alouds
- Pair share
- Independent reading/writing journals
- Skills and guided practice

In order to challenge our scholars to use higher order thinking skills, there are many open-ended questioning techniques, accountable-talk, non-fiction reading and writing. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP) in our ELLs.

>>>ELLs WITH DISABILITIES<<<

ELLs identified as having special needs receive AIS. In addition, the Read 180 program provides additional literacy support. All mandated services are offered as per their IEP's, including ESL.

SCHOOL PROGRAMS

ELLs are afforded equal access to all school programs. As such, the following services are provided to ELLs and monolingual students. The school offers a variety of afterschool activities, which are open to all of its students. These activities include an afterschool Dance program, sports intramurals, and a diverse sports program with organized basketball, baseball, flag football, wiffleball, and soccer teams. Many ELLs try out for the competitive sports teams and attend the dance activities. They are advised of upcoming programs through school-wide announcements made in Press-Brief, flyers, and letters to parents.

- Advisory program
- One of our school attributes is that it has a diverse student population, and we strive to assist ELLs with the process of assimilating into a new culture. Therefore, ELLs and monolinguals are mixed in a small group setting (15:1). Each class meets once a week for the entire school year. Former ELLs also attend. In order to better address the cultural and adolescent need of these students, these classes are organized by grade level. The goals of the Advisory program are to build self-esteem and to work collaboratively to solve personal and academic matters.

- Support for School Transitions
- An extensive high school articulation program is in effect to support students as they transition from middle school to high school. This program focuses on preparing 8th grade students for the high school application process and assists students in making well informed choices. High schools of interest and the application process are discussed. Also, a separate parent and student workshop and campus high school fair are offered annually for all 7th and 8th grade students. This workshop and fair informs parents and students of the process and meet high school representatives. The high school articulation counselor, Mr. Nutterfield, schedules appointments as needed with student and parents to assist them in filling out the high school application. All ELLs participate in this program.

PARTNERSHIPS WITH COMMUNITY-BASED ORGANIZATIONS

The CUNY Legal Center in Hostos Community College provides parents/guardians of our scholars with workshops on the immigration/citizenship process.

DIFFERENTIATION AND SUPPORT

The ESL program at the South Bronx Academy for Applied Media uses the Milestones series by Heinle Cengage Learning and Achieve 3000. The series' levels range from Intro to C, and the scholars are leveled by their 2010 NYSESLAT or Lab-R scores. The Milestones series provides standards-based instruction in reading, writing, listening, and speaking, and it is designed to accelerate the language and literacy growth of ELLs. This series offers a blend of literature and content readings and utilizes a consistent, research-based approach. As such,

scholars are not only developing English-language proficiency, but also crucial content knowledge and academic vocabulary knowledge that would lead to academic success. Additionally, differentiated instruction is practiced with every reading selection through adapted readings, point-of-use-suggestions, and multilevel questioning strategies. As a result, access is ensured for all scholars. The series' Phonic and Interventions Kit provides phonics and intervention strategies.

In order to differentiate instruction for ELLs, the South Bronx Academy for Applied Media has several programs in place that provide supplementary support to different groups of ELLs.

- Scholars with interrupted formal education (SIFE) and ELLs identified as having special needs receive additional instructional time before school in the Scholar Sunrise Program, as well as targeted instruction in a small group setting via Read 180. Additionally, the Milestones curriculum is used to build their content knowledge and academic vocabulary.
- Newcomers (ELLs who have been receiving ESL instruction for no more than 3 years) receive intensive targeted instruction in reading, writing, speaking, and listening in small group settings. This targeted instruction ensures that the ELLs quickly achieve the state-designated grade-level of English-language proficiency. In order to acclimate these scholars to US culture, they are invited to take part in the Multicultural Club, a Title-III funded program that teaches ELLs about many different cultures and the typical customs of the US.
- The goal for our long-term ELLs (ELLs who have been receiving ESL instruction for at least 6 years) is to reach English-language proficiency by the end of the school year. Instruction is driven by the scholars' NYSESLAT scores and thus catered to their language needs. Furthermore, the ESL teacher uses a NYSESLAT test prep curriculum to prepare these scholars for the NYSESLAT in Spring 2011.

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

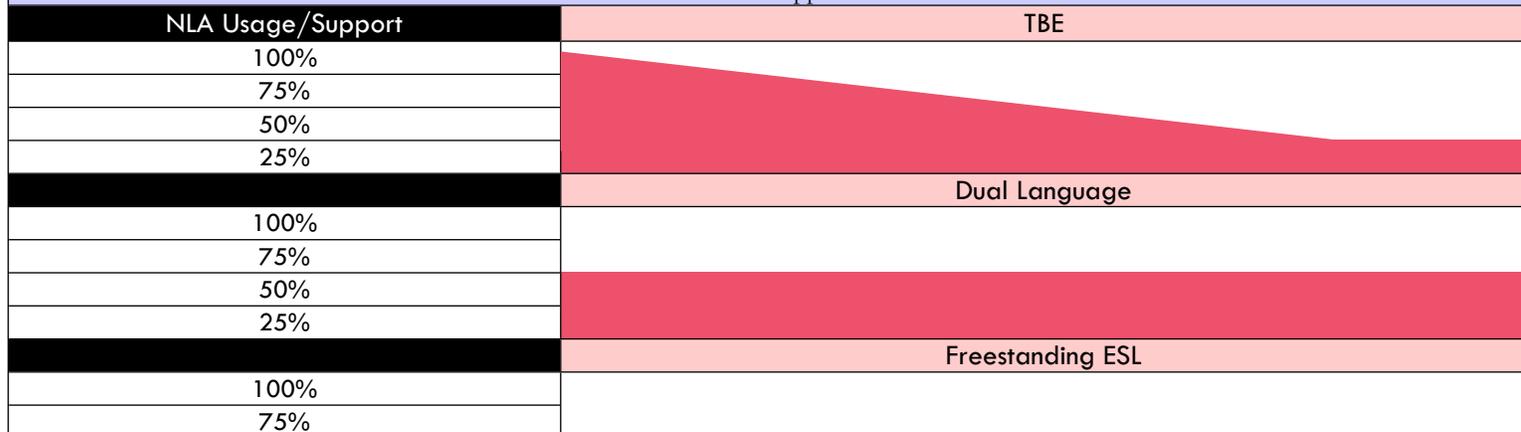
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

NATIVE LANGUAGE SUPPORT

Native language support is provided in the ESL program. The ESL teacher sometimes uses Spanish, a dominant language among ELLs, to clarify some points. The scholars are encouraged to use their native language for specific purposes, such as clarification or questioning. ELLs are provided with additional native language support with materials in their native language in the school and ESL class library, as well as the use of bilingual dictionaries in ESL and content-area classes.

CONTENT AREA INTERVENTIONS

Targeted intervention programs have been implemented at the South Bronx Academy for Applied Media for ELLs in English-language development, Math and ELA. They include Scholar Sunrise, Saturday Academy and READ 180. These programs constitute the school instructional Title III Program, and they are outlined below:

READ 180 Program

Purpose: Augment reading and writing skills and prepare scholars for the NYS ELA exams.

Target population: Scholars, including ELLs, in grades 6 through 8 who scored less than 2 on the 2010 NYS ELA exam.

Language of instruction: English

Program duration: October 2010 through June 2011, Five times a week

Materials: READ 180 curriculum

Saturday Academy

Purpose: Develop ELA and Math skills, as well as prepare scholars for the NYS Math and ELA exams.

Target population: Scholars, including ELLs, in grades 6 through 8 who scored less than 2 on the 2010 NYS ELA and Math exams.

Language of instruction: English

Program duration: January 2010 through May 2010, once a week

Scholar Sunrise: ELA

Purpose: Develop effective ELA skills, as well as prepare scholars for the NYS ELA exam.

Target population: Scholars, including ELLs, in grades 6 through 8 who scored less than 2 on the 2010 NYS ELA exam.

Language of instruction: English

Program duration: September 2010 through June 2011, three times a week

Scholar Sunrise: Math

Purpose: Develop effective Math skills, as well as prepare scholars for the NYS Math exam.

Target population: Scholars, including ELLs, in grades 6 through 8 who scored less than 2 on the 2010 NYS Math exam.

Language of instruction: English

Program duration: September 2010 through June 2011, three times a week

When ELLs reach proficiency in the NYSESLAT, they continue to receive continuing transitional support. They receive ESL mandated NYS testing modifications for two additional years and they are given bilingual glossaries.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

As part of the professional development plan for all ELL personnel at the South Bronx Academy for Applied Media, an ESL consultant will provide monthly workshops that relate to strategies and techniques in teaching ELLs. Additionally, the ESL teacher will attend monthly ELL Liaison meetings that are facilitated by CEI PEA. Monthly professional development workshops and assistance from the ESL teacher will provide support to the staff as they assist ELLs in their transition from elementary to middle school and middle to high school. The ESL teacher will also facilitate several Professional Development sessions for teachers of ELLs and related service providers, and they are outlined below.

TOPIC	EXPECTED DATE	TARGET AUDIENCE
ESL strategies in the mainstream classroom	January 2011	Classroom teachers and related service providers
How to teach vocabulary to ELLs	February 2011	Classroom teachers and related service providers
ELL identification process	March 2011	Principal, classroom teachers, and related service providers

These Professional Development sessions will assist the staff in completing the minimum 7.5 hours of Jose P. ELL training.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

The South Bronx Academy for Applied Media ensures that all parents/guardians of ELLs are well informed of ELL policies. Upon entering the NYC school system for the first time, parents/guardians of ELLs are provided with a family orientation in their native language. In this meeting, parents/guardians learn about their rights and options as a parent of an ELL, as well as assessments, state standards, and school expectations and policies. This orientation is designed to establish communication systems with the parents/guardians. The orientation session is held once in the Fall and once in the Spring, and additional orientation sessions will be held throughout the school year as needed upon new admission of ELLs in the school. Parents/guardians of ELLs are also provided with opportunities to attend the following professional development sessions, which are facilitated by the ESL teacher:

TOPICS

Family Orientation: English language program options in the DOE
 How to foster English language development at home
 ELLs and test-taking strategies

EXPECTED DATE

September 2010 through June 2011
 February 2011
 March 2011

Parents/guardians are provided with ESL program materials in their native language, which are supplied by the DOE. Additionally, to be aware of the needs of the parents/guardians, the school evaluates the surveys and feedback received at PTA meetings. In order to address their needs, the school organizes parental workshops based on the requests of the parents/guardians.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	0	0					3
Intermediate(I)							5	3	3					11
Advanced (A)							6	5	5					16
Total	0	0	0	0	0	0	14	8	8	0	0	0	0	30

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							0	0	0				
	I							0	0	0				
	A							8	7	2				
	P							6	1	6				
READING/ WRITING	B							3	0	0				
	I							5	3	3				
	A							6	4	5				
	P							0	1	0				

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?

need reinforcement in reading and writing. As such, the ESL teacher focuses on building vocabulary and reading comprehension. ELLs will be required to complete weekly vocabulary quizzes and monthly literature units. The ESL teacher will also present a manifold of lessons and activities that improve English writing skills. Scholars will be instructed in English grammar, mechanics, and conventions, and they will be required to complete many writing assignments, which will be compiled in an English-language learning portfolio.

ELL PERIODIC ASSESSMENTS

With regard to the ELL Periodic Assessments, the school has learned that most ELLs struggle most with writing, in particular grammar. The ESL teacher, Ms. Paulino, provided all teachers with the scholars' scores. Additionally, she will meet with all content area teachers to discuss how to best use this information to enhance instruction.

NATIVE LANGUAGE SUPPORT

During state exams, ELLs are provided with bilingual dictionaries, as well as a copy of the assessment in English and their home language.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	South Bronx Academy for Applied Media					
District:	7	DBN:	07X296	School		320700010296

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		87.5	89.8	89.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	90	54	118				
Grade 7	78	94	60				
Grade 8	83	83	92				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	1	2				
Total	251	232	272				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	91.8	91.2	87.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	96.1	93.2	89.1

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	13	25

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	5	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	30	36	41	Principal Suspensions	64	42	45
# in Collaborative Team Teaching (CTT) Classes	15	12	8	Superintendent Suspensions	14	10	4
Number all others	31	36	29				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	31	24	TBD	Number of Teachers	22	26	25
# ELLs with IEPs	3	12	TBD	Number of Administrators and Other Professionals	5	8	5

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	2	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	8	7	26	% fully licensed & permanently assigned to this school	100.0	100.0	91.3
				% more than 2 years teaching in this school	4.5	26.9	52.0
				% more than 5 years teaching anywhere	18.2	23.1	24.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	36.0	50.0	56.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	87.9	87.8
Black or African American	31.1	29.3	34.2				
Hispanic or Latino	67.7	69.0	65.1				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.4				
White	0.8	0.4	0.4				
Male	48.6	45.3	46.0				
Female	51.4	54.7	54.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	vsh	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	68.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	8.8						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf