



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** SOUTH BRONX ACADEMY FOR APPLIED MEDIA

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07x296

PRINCIPAL: ROSHONE AULT LEE EMAIL: RAULT@SCHOOLS.NYC.GOV

SUPERINTENDENT: YOLANDA TORRES

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Roshone Ault Lee	*Principal or Designee	
Linda Dambreville	*UFT Chapter Leader or Designee	
Gisele Rodriguez	*PA/PTA President or Designated Co-President	
Leonara Velez	DC 37 Representative, if applicable	
NA	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
NA	CBO Representative, if applicable	
Minelva Washington	Member/Teacher	
Crystal Bunche	Member/Teacher	
Diane Feliciano	Member/Parent/Guardian	
Giselle Sanchez	Member/Parent/Guardian	
Lisette Felix	Member/Parent/Guardian	
Donna Oglesby	Member/Parent/Guardian	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, scholars will demonstrate progress towards achieving Math state standards as measured by a decrease 30% of level 1's and Level 3 and 4's to compose of 30%.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a trend analysis of student performance data on state assessment, it was determined that 62% of our scholars received Level 1 and Level 2's. As a result we have made progress for our Level 1's and Level 2's subgroup a priority goal for the school year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity #1**

- Professional Development: PD will be given on the following: (a) How ITA's and Predictive Assessments can be used to examine and guide instruction. (b) The use of scholar data to plan and set goals for scholars and teachers. (c) How to develop differentiated lesson planning by using case studies and data within inquiry groups.
- Target Population(s): Teachers instructing Level 1 and Level 2 scholars.
- Responsible Staff Members: Principal, Assistant Principal, Content Area Consultants/Coaches and Data Specialist
- Implementation Timeline: September 2011 through May 2012

### **Activity #2**

- Teacher Resource Room: A room has been designated so that coaches and other instructional teams will have a designated location to be trained in the use of disaggregated scholar data. The activities carried out in this room will include monitoring

scholar progress, setting initial goals for groups and individual scholars in Math. During inquiry team meetings, the responsible staff member will facilitate discussion of the scholars' progress and strategies for improved scholar outcomes.

- Target Population(s): Teachers instructing Level 1 and Level 2 scholars.
- Responsible Staff Members: Principal, Assistant Principal, Content Area Consultants/Coaches and Data Specialist
- Implementation Timeline: September 2011

Steps for including teachers in the decision-making process

- Teachers will meet in grade – level and vertical teams to review scholar data gathered from periodic assessments.
- Staff will determine within inquiry cycles the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Periodic Assessment Dates: November 2011, January 2012 and March 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The school will distribute a family handbook.
- Parents/guardians will be trained on how to use ARIS Parent Link.
- The Parent Coordinator and other staff will attend regularly scheduled family meetings to share information and respond to parent/guardian inquiries.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
  - Mentors and Content Area Consultants are assigned to support teachers with content area planning, instructional and classroom management strategies.

- When needed, Administrative staff will attend hiring fairs to identify and recruit highly-qualified Math teachers.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- A SAPIS worker is on staff to support academics as part of school’s efforts to improve attendance and social-emotional well being for Level 1 and 2 scholars.
- A Family worker provides attendance improvement support services to scholars and families.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- As a Title I School wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2011 – June 2012 as indicated below:
- Additional teachers to reduce class size.
  - Family Worker to support scholar attendance improvement.
  - Professional instructional materials to support curriculum development during the regular school day.
  - Teacher per session for after school programs and differentiated professional development.

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, parent and guardian involvement will increase by 50%. This will be measured by the parents/guardians attendance and participation in school events and activities.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

According to trend analysis, parent and guardians completion of the Learning Environment Survey has increased annually. 88% of families complete the Learning Environment Survey during the 2010-2011 school year. Despite the high completion rate, parents/guardians are not attending or participating in school events and activities. As a result, we have made increased parent/guardian involvement a priority goal for this school year.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1**

- Workshops: Workshops will be conducted on the following topics: Bully prevention, Safe internet usage for children, Diabetes, Breast Cancer Awareness, Child and Parent Fitness, Common Cents: Financial Management, Stress and Anger Management, Math Strategies for Parents/Guardians, High School Articulation, High School Fairs, Family Science Night, PTA
- Target population: All parents and guardians
- Responsible Staff Members: Parent Coordinator, Guidance Counselor, Consultants.
- Implementation Timeline: September 2011 through June 2012

#### **Activities #2**

- Resources: Provide various resources to inform and educate parent and guardians on the following topics: Low income housing, educational websites, CFY and GED programs. Encourage parents and guardians to provide resources.
- Target population: All parents and guardians
- Responsible Staff Members: Parent Coordinator, Guidance Counselor, Consultants.
- Implementation Timeline: September 2011 through June 2012

#### **Steps for including parents in the decision making process**

- Parents and guardians will be informed of all upcoming PTA meetings via calls and *Tuesday Times* publications.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent Coordinator will host monthly workshop/information sessions for parents/guardians.
- The Parent Coordinator and other staff (e.g. guidance counselor) will attend regularly scheduled family meetings (e.g., PTA) to share information and respond to parent/guardian inquiries.
- The school will distribute family handbook.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Mentors are assigned to support teachers with content area planning, instructional and classroom management strategies.
- When needed, Administrative staff will attend hiring fairs to identify and recruit highly-qualified teachers.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

A Family worker provides attendance improvement support services to scholars and families.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Additional teachers to reduce class size.
- Family Worker to support scholar attendance improvement.
- Professional instructional materials to support curriculum development during the regular school day.
- Teacher per session for after school programs and differentiated professional development.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, in English Language Arts the level 1s will decrease by 30% by the end of the school year and Level 3s and 4s will compose of 30% of the scholar population (up from 20%).

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three year analysis of scholar performance data based upon NY State assessments, it was determined that all scholars groups showed an increase in performance on the English language Arts Assessment, except for the levels 1 and level 2 scholar groups, which have underperformed all other scholar groups for the past three years. As a result we have made progress for our level 1s and level 2s subgroups a priority for the school year.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

##### Activity #1

Professional development PD will be offered on the following topics.: (a) Use of interim assessments to monitor and revise curriculum; (b) Use of rubrics with the language of the standards to provide specific feedback to scholars regarding their work; (c) Use of scholar data to plan and set goals; (d) Further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.

Target Population(s): Teachers instructing Level 1 and Level 2 scholars.

Responsible Staff Members: Principal, Assistant Principal, Content Area Data Consultants/Coaches and Data Specialist

Implementation Timeline: September 2011 through May 2012

##### Activity #2

- Teacher Resource Room: A room has been designated so that coaches and other instructional teams will have a designated location to be trained in the use of disaggregated scholar data. The activities carried out in this room will include monitoring scholar progress, setting initial goals for groups and individual scholars in ELA. During inquiry team meetings, the responsible

staff member will facilitate discussion of the scholars' progress and strategies for improved scholar outcomes.

Target Population(s): Teams of teachers working with Level 1s and level 2s not making acceptable gains.

Responsible Staff Members: Principal, Assistant Principal, Content Area Consultants/Coaches, Data Specialist

Implementation Timeline: September and October 2011

Steps for including teachers in the decision making process.

- Teachers will meet in grade level and content area teams to review scholar data gathered from periodic assessments.
- Staff determined that a 2% increase in scholar performance would be the intern benchmark used of by teacher teams to measure the effectiveness of the activity/ strategy and whether additional support in multiple data points to analyze data and differentiated instruction is needed.
- Periodic assessment dates: November 2011, January 2012, and March 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Teachers will design training modules and host monthly ELA workshops and informational sessions for parents/guardians. The workshop materials will be translated.
- The school will host a curriculum night and create a family resource library with user friendly instructional materials and guides (i.e. *Great Expectations, (New York Kids Learn)*).
- Parent Coordinator will host bookmaking and storytelling workshops for families.
- The Parent Coordinator and other staff members will attend regular scheduled family meetings (i.e. PTA) to share information and respond to parent/guardian inquiries.

- The school will create and distribute a family handbook that is translated in all the dominant languages.
- Parents/guardians will be trained on how to use ARIS Parent Link.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.
- The Payroll Secretary will work closely with Human Resources to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support teachers with content area planning, instructional and classroom management strategies.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- 
- The school has established an “ELA to GO ” program that focuses on improving the oral language abilities, emergent literacy skills that will be needed in order to ensure a successful transition to high school.
- All level 1 and 2 scholars will participate in one of the three CTE literacy based programs that have been established as part of the overall instructional program.
- A Family worker provides attendance improvement support services to scholars and families.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- As a Title I School wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Additional teachers to reduce class size.
- Family Worker to support scholar attendance improvement.
- Professional instructional materials to support curriculum development during the regular school day.
- Teacher per session for after school programs and differentiated professional development.
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**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	145	145	145	145	13	N/A	9	5
<b>7</b>	116	116	116	116	12	N/A	8	7
<b>8</b>	68	68	68	68	10	N/A	5	5
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<b>Scholar Sunrise Program- Small Group, Before School</b> <b>Saturday Preparatory Academy - Whole Group, Saturday School</b> <b>Read 180-Small Group, During School</b> <b>Wilson-Small Group, During School</b>
Mathematics	<b>Scholar Sunrise Program- Small Group ,Before School</b> <b>Saturday Preparatory Academy - Whole Group ,Saturday School</b>
Science	<b>Scholar Sunrise Program - Small Group, Before School</b>
Social Studies	<b>Saturday Preparatory Academy – Whole Group, Saturday School</b>
At-risk Services provided by the Guidance Counselor	<b>Small Group, One –to- One, During School</b>
At-risk Services provided by the School Psychologist	<b>N/A</b>
At-risk Services provided by the Social Worker	<b>Small Group, One –to- One, During School</b>

**At-risk Health-related Services**

**Small Group, One –to- One, During School**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

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

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Debra Maldonado / Ben Waxman</b>	District <b>07</b>	Borough <b>Bronx</b>	School Number <b>296</b>
School Name <b>South Bronx Academy for Applied Media</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Roshone Ault Lee</b>	Assistant Principal <b>Andrea Lawrence</b>
Coach	Coach
ESL Teacher <b>Cynthia Paulino</b>	Guidance Counselor <b>John Nutterfield</b>
Teacher/Subject Area <b>Emily Borges-Lewis / ELA</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Ashley Jones</b>
Related Service Provider	Other
Network Leader	Other

### C. 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>326</b>	Total Number of ELLs	<b>37</b>	ELLs as share of total student population (%)	<b>11.35%</b>
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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. 

## I. ELL IDENTIFICATION PROCESS

All parents/guardians of newly enrolled scholars complete a Home Language Survey to help the school identify scholars with limited English language proficiency. 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 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.

The NYSESLAT is given the same integrity as the ELA exam. Therefore, a testing calendar is created for each modality of the exam. The testing calendar includes the modality, date and time this section of the test is administered, and which of the ELLs are tested in the aforementioned modality. In order to ensure that each scholar is administered all four modalities, the ESL Coordinator confirms with RLER report on ATS the names of the ELLs who must be administered the NYSESLAT.

## II. FAMILY ORIENTATION MEETING

### A. PROCESS

After a scholar is identified as an ELL by the Lab-R, his/her parent/guardian is informed of his/her status as an ELL and is 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 offered in NYC public schools, which are Dual Language, Freestanding ESL, and Transitional Bilingual (TBE). Also, they view the Family Orientation DVD in their native language and complete the Parent/Guardian Choice Survey and Program Selection forms.

### B. OUTREACH

Once an ELL is identified, the ESL teacher calls the parent/guardian and schedules the Family Orientation Meeting. Parents/guardians are informed of this meeting via the Parent Entitlement Letter for Newly-entitled ELLs and a reminder flyer of this workshop, which state when and where the meeting is scheduled to take place. The letter is mailed to the families' homes at least a week before the scheduled meeting. The flyer is sent to the parent/guardian about three days before the meeting. In addition, the ESL teacher calls the invited families a day or two before the meeting. If the parent has not chosen an ELL program, even after this outreach has been completed, then the default is bilingual education. Also, there is an outreach process to inform parents/guardians who previously chose a TBE or DL program. The ESL Coordinator maintains a tracking system of these parents/guardians. This system includes the scholar's name, the parent/guardian's name, the bilingual program they chose, the language of the desired program, and the date. If 15 scholars on 2 contiguous grades of the same language group have selected a bilingual program, then a bilingual class must be opened. The ESL Coordinator contacts these parents via phone and certified mail to inform them of this class.

### C. TIMELINE

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.

### III. PARENT FORMS & ENTITLEMENT LETTERS

Families complete Parent Survey and Program Selection forms during the Family Orientation Meeting. Since they are completed on school grounds, the school ensures the proper return of these forms by parents/guardians of ELLs.

All entitlement letters (newly, continued, and non-entitled) and placement letters are sent via certified mail to families before the first Parent/Teacher Conference. Families of newly identified ELLs are provided with the appropriate entitlement letter within a week of the LAB-R being administered and hand-scored. A copy of the Survey and Selection Form (signed by the parent) is placed in the student's cumulative record folder and a copy is kept on file, for each student by class/grade in a binder in a central location.

### IV. PLACING ELLS IN PROGRAMS

#### A. PROCESS

ESL instruction begins as soon as possible for new scholars in the SBAAM community during the month of September. ELLs identified from the previous school year begin services immediately. All testing of newly identified scholars is done within 10 days so by the 3rd week of September those scholars begin ESL services. After testing is conducted, the NYSESLAT scores and LAB-R scores are consulted to determine proper placement for scholars who require bilingual/ESL instructional services. An ATS RLAT or RNMR report is generated to determine NYSESLAT and/or LAB-R levels – beginner (B), intermediate (I), advanced (A) or proficient (P – no longer entitled).

#### B. CRITERIA

Depending upon the student's level (B, I, A) and grade, an appropriate amount of ESL service is provided. The ESL teacher refers to the following chart from CR Part 154 to determine instructional minutes:

	Number of Units*		
	ESL	NLA**	ELA
Beginning	2	1	-
Intermediate	2	1	-
Advanced	1	1	1

\* One unit of instruction equals 180 weekly minutes in equal proportions.

\*\*Only for students in bilingual programs.

### V. TREND IN PROGRAM CHOICES

After reviewing Program Selection forms of the last three years, we tabulated that about 80 percent of parents/guardians chose freestanding ESL as their program of choice.

### VI. PARENT CHOICE

After reviewing the Parent/Guardian Survey and the Program Selection forms, the majority of the parents/guardians 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. We honor parent requests. Therefore, once 15 or more parents/guardians of ELLs in 2 consecutive grades opt for Transitional Bilingual Education or Dual Language, a bilingual 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

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

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	13	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	9		1	13		5	15		4	37
<b>Total</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>13</b>	<b>0</b>	<b>5</b>	<b>15</b>	<b>0</b>	<b>4</b>	<b>37</b>

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
														L

**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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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: ____	Hispanic/Latino: ____
Native American: ____	White (Non-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							12	14	8					34
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3							3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>14</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>37</b>

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).

## A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### I. 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. 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.

### II. INSTRUCTIONAL MINUTES

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.

### III. CONTENT AREAS

In their content areas, ELLs receive instruction in English that is aligned to the New York State and Common Core 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

## A. Programming and Scheduling Information

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.

IV. Since the majority of parents have chosen ESL, we do not offer a TBE or DL program. Nevertheless, our ELLs are provided with native language support with bilingual glossaries and dictionaries, trade books, maps, graphic organizers, and etc.

### V. DIFFERENTIATION AND SUPPORT

The ESL program at the South Bronx Academy for Applied Media uses the World English curriculum. The series' levels range from Intro to C, and the scholars are leveled by their 2011 NYSESLAT or Lab-R scores. It 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. Also, 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 their ELA classes with the Read 180 program.
- 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 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 attain 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.

### VI & VII. ELLS WITH DISABILITIES

In order to meet the needs of ELLs with Special Needs, the ESL teacher collaborates with the the IEP Team and is included in meetings regarding ELLs with Special Needs. With this team, the teacher evaluates the data on SESIS and ATS and honors IEPs. ELLs identified as having special needs receive additional instructional time before school in the Scholar Sunrise Program and in the Saturday Preparatory Academy, as well as targeted instruction in their ELA classes with Read 180. Read 180 and the use of ESL strategies assists in further developing the scholars' reading comprehension skills and maximizing English-language acquisition. Furthermore, Universal Design for Learning, a resource on ARIS, is used by the ESL teacher to provide scholars with multiple opportunities to use language and apply the ESL lessons to other classes. Flexible programming is used to maximize these scholars' time with non-disabled peers so much so that each of these ELL-SWDS participates in at least three ESL classes per week with non-disabled ELLs.

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

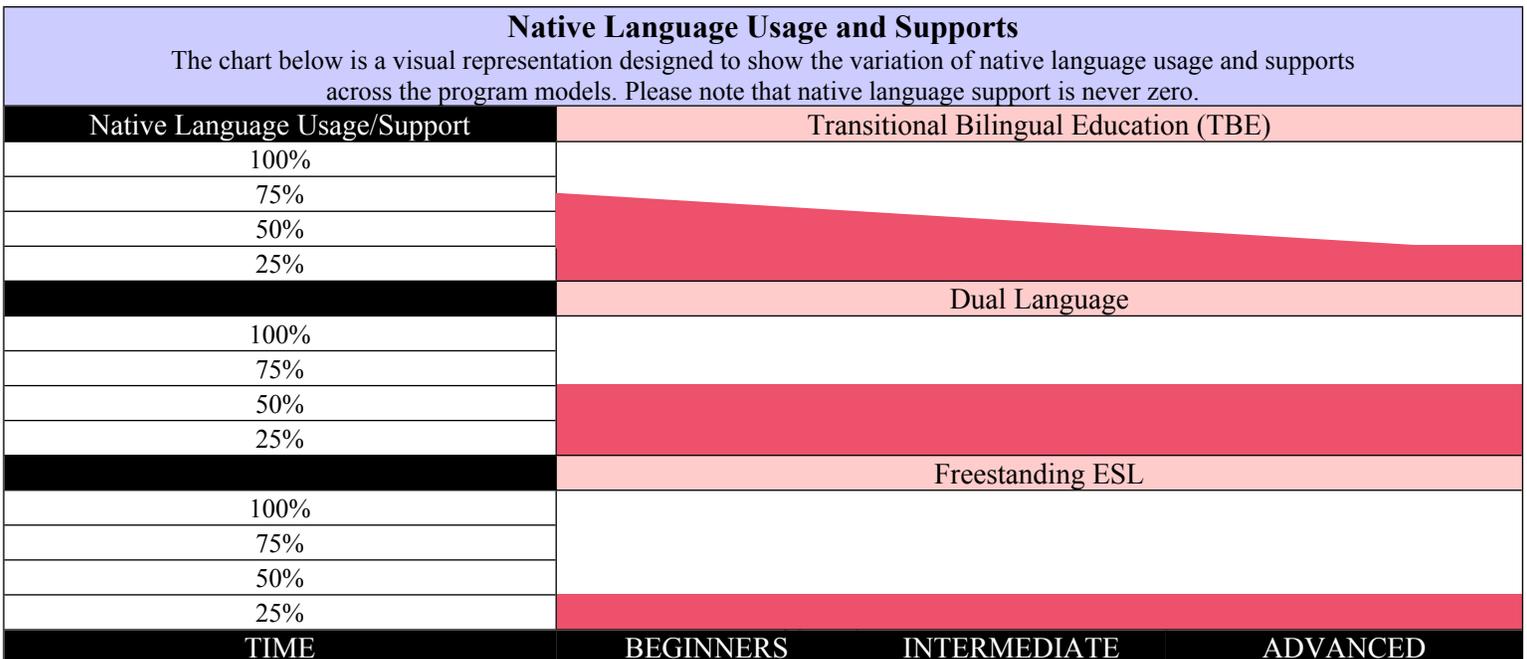
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
--------------------	----------------------------	--------------------	----------------------------

Native Language Arts	
Social Studies:	
Math:	
Science:	


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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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

### VIII. 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 level 1 or 2 on the 2011 NYS ELA exam, and Special Education scholars.

Language of instruction: English

Program duration: September 2011 through June 2012, 10 periods per 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 2011 NYS ELA and Math exams.

Language of instruction: English

Program duration: December 2011 through April 2012, 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 level 1 or 2 on the 2011 NYS ELA exam.

Language of instruction: English

Program duration: September 2011 through June 2012, 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 level 1 or 2 on the 2011 NYS Math exam.

Language of instruction: English

Program duration: September 2011 through June 2012, three times a week

### IX. TRANSITIONAL SUPPORT

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. These testing accommodations include time extension, a separate location, third reading of the listening selection of the ELA test, bilingual dictionaries and glossaries, simultaneous use of English and alternative language state test editions, oral translation for lower-incidence languages, and written responses in the native language.

### X. NEW PROGRAMS

## B. Programming and Scheduling Information--Continued

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

### VIII. 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 level 1 or 2 on the 2011 NYS ELA exam, and Special Education scholars.

Language of instruction: English

Program duration: September 2011 through June 2012, 10 periods per 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 2011 NYS ELA and Math exams.

Language of instruction: English

Program duration: December 2011 through April 2012, 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 level 1 or 2 on the 2011 NYS ELA exam.

Language of instruction: English

Program duration: September 2011 through June 2012, 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 level 1 or 2 on the 2011 NYS Math exam.

Language of instruction: English

Program duration: September 2011 through June 2012, three times a week

### IX. TRANSITIONAL SUPPORT

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. These testing accommodations include time extension, a separate location, third reading of the listening selection of the ELA test, bilingual dictionaries and glossaries, simultaneous use of English and alternative language state test editions, oral translation for lower-incidence languages, and written responses in the native language.

### X. NEW PROGRAMS

For the upcoming school year, we would like our staff to be knowledgeable of ESL teaching strategies. As such, we will provide them opportunities to attend professional development focused on this topic. Also, we plan to improve our technology program with language relevant software, which will enrich language instruction for all our ELLs. This software includes Rosetta Stone and audio books.

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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Language of instruction: English

Program duration: September 2011 through June 2012, 10 periods per 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 2011 NYS ELA and Math exams.

Language of instruction: English

Program duration: December 2011 through April 2012, 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 level 1 or 2 on the 2011 NYS ELA exam.

Language of instruction: English

Program duration: September 2011 through June 2012, 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 level 1 or 2 on the 2011 NYS Math exam.

Language of instruction: English

Program duration: September 2011 through June 2012, three times a week

### IX. TRANSITIONAL SUPPORT

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. These testing accommodations include time extension, a separate location, third reading of the listening selection of the ELA test, bilingual dictionaries and glossaries, simultaneous use of English and alternative language state test editions, oral translation for lower-incidence languages, and written responses in the native language.

### X. NEW PROGRAMS

For the upcoming school year, we would like our staff to be knowledgeable of ESL teaching strategies. As such, we will provide them opportunities to attend professional development focused on this topic. Also, we plan to improve our technology program with language relevant software, which will enrich language instruction for all our ELLs. This software includes Rosetta Stone and audio books.

## 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?

### I. PARENT INVOLVEMENT

Numerous workshops are conducted for the parents/guardians of our scholars. They are as follows:

September 13, 2011 - PTA Meeting  
October 11, 2011 - Breast Cancer Workshop  
November 15, 2011 - Steps to Success Workshop  
December 6, 2011 - PTA Meeting  
January 10, 2012 - Healthy Hygiene  
February 7, 2012 - Fitness for Life  
March 13, 2012 - Preparing for Testing  
April 17, 2012 - Stress Less Workshop  
May 15, 2012 - PTA Elections  
June 15, 2012 - SBAAM Carnival

Parents/guardians of ELLs are also provided with opportunities to attend the following professional development sessions, which are facilitated by the ESL teacher:

TOPICS	EXPECTED DATE
Family Orientation: English language program options in the DOE	September 2011 through June 2012
How to foster English language development at home	February 2012
ELLs and test-taking strategies	March 2012
Immigration/Citizenship in New York City	April 2012

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.

### II. PARTNERSHIPS WITH OTHER AGENCIES

South Bronx Academy for Applied Media partners with Partnership with Children/SoBro, Big Brothers/Big Sisters, Girl Scouts Council of Greater NY, and the Leadership Program to provide service to both scholars and their families. In addition, the school partners with the Hostos College Legal Center to provide parents with workshops and resources on the immigration and citizenship process.

### III. EVALUATION OF PARENTS' NEEDS

In order to uncover the needs of the families of our scholars, the Parent Coordinator distributes the Parents Needs survey to parents/guardians every year in a PTA meeting. She then evaluates the data provided by the survey and informs administration and the ESL Coordinator.

### IV. ADDRESSING PARENTS' NEEDS

We address the needs of our families by organizing workshops that meet the needs of our families as listed in the annual survey as indicated above.

## 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)?

## 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 2012	Subject area teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinators, related service providers, and assistant principals
How to teach vocabulary to ELLs	February 2012	Subject area teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinators, related service providers, and assistant principals
ELL identification process	March 2012	Subject area teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinators, related service providers, and assistant principals

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?

### I. PARENT INVOLVEMENT

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 May 15, 2012 - PTA Elections  
 June 15, 2012 - SBAAM Carnival

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TOPICS	EXPECTED DATE
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## E. Parental Involvement

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### II. PARTNERSHIPS WITH OTHER AGENCIES

South Bronx Academy for Applied Media partners with Partnership with Children/SoBro, Big Brothers/Big Sisters, Girl Scouts Council of Greater NY, and the Leadership Program to provide service to both scholars and their families. In addition, the school partners with the Hostos College Legal Center to provide parents with workshops and resources on the immigration and citizenship process.

### III. EVALUATION OF PARENTS' NEEDS

In order to uncover the needs of the families of our scholars, the Parent Coordinator distributes the Parents Needs survey to parents/guardians every year in a PTA meeting. She then evaluates the data provided by the survey and informs administration and the ESL Coordinator.

### IV. ADDRESSING PARENTS' NEEDS

We address the needs of our families by organizing workshops that meet the needs of our families as listed in the annual survey as indicated above.

## 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)							0	3						3

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

### I. ASSESSMENT TOOL

At the South Bronx Academy for Applied Media, we use the Fountas and Pinnell system to assess the early literacy skills of our ELLs. Running records are conducted once in the Fall and once in the Spring to find out the scholars' reading levels. Thus far, the data has shown that the reading levels of our ELLs range from K to Z and about 70 percent of them read below grade level. This information informs the instructional plan of the ELA and ESL teachers as they teach to the scholars' zone of proximal development (Vygotsky, 1978), as well as build classroom libraries with materials that are appropriate to the scholars' levels.

### II. DATA PATTERNS ACROSS PROFICIENCY LEVELS AND GRADES

Throughout the grades, the majority of our ELLs are Advance. We only have three Beginners, and they are in the seventh grade special education class. It appears that most of our ELLs struggle with the Reading and Writing modality as evidenced in fewer ELLs attaining an Advance or Proficient score in this modality. For example, none of the ELLs scored Beginner or Intermediate in the Listening/Speaking modality, while 3 ELLs scored Beginner and 9 scholars scored Intermediate in the Reading/Writing modality. 26 scholars scored Advance and 11 scholars scored Proficient in the Listening/Speaking modality. This is a difference from the 21 scholars who scored Advance and only 4 scholars who scored Proficient in the Reading/Writing modality.

### III. EFFECTS OF DATA PATTERNS ON INSTRUCTIONAL DECISIONS

ESL instruction at the South Bronx Academy for Applied Media is heavily based on these findings. 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 learning portfolio.

## 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.

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	7	1		15
7	9	7			16
8	4	3			7
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	3		10		2				15
7	5		7		1				13
8	3		5						8
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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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**

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

**I. ASSESSMENT TOOL**

At the South District of Specialized Medicine, the Fountas and Pinnell test is used to assess the reading skills of ELL

## 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.

## Part VI: LAP Assurances

<b>School Name: <u>MS 296</u></b>		<b>School DBN: <u>07X296</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Roshone Ault Lee	Principal		10/31/11
Andrea Lawrence	Assistant Principal		10/31/11
Ashley Jones	Parent Coordinator		10/31/11
Cynthia Paulino	ESL Teacher		10/31/11
	Parent		
Emily Borges-Lewis/ELA	Teacher/Subject Area		10/31/11
	Teacher/Subject Area		
	Coach		
	Coach		
John Nutterfield	Guidance Counselor		10/31/11
	Network Leader		
	Other		

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Debra Maldonado</b>	District <b>07</b>	Borough <b>Bronx</b>	School Number <b>296</b>
School Name <b>South Bronx Academy for Applied Media</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Roshone Ault Lee</b>	Assistant Principal <b>Andrea Lawrence</b>
Coach	Coach
ESL Teacher <b>Cynthia Paulino</b>	Guidance Counselor <b>John Nutterfield</b>
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Ashley Jones</b>
Related Service Provider	Other
Network Leader	Other

### C. 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>326</b>	Total Number of ELLs	<b>37</b>	ELLs as share of total student population (%)	<b>11.35%</b>
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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. 

### I. ELL IDENTIFICATION PROCESS

All parents/guardians of newly enrolled scholars complete a Home Language Survey to help the school identify scholars with limited English language proficiency. 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 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.

### II. FAMILY ORIENTATION MEETING

#### A. PROCESS

After a scholar is identified as an ELL by the Lab-R, his/her parent/guardian is informed of his/her status as an ELL and is 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 offered in NYC public schools, which are Dual Language, Freestanding ESL, and Transitional Bilingual (TBE). Also, they view the Family Orientation DVD in their native language and complete the Parent/Guardian Choice Survey and Program Selection forms.

#### B. OUTREACH

Once an ELL is identified, the ESL teacher calls the parent/guardian and schedules the Family Orientation Meeting. Parents/guardians are informed of this meeting via the Parent Entitlement Letter for Newly-entitled ELLs and a reminder flyer of this workshop, which state when and where the meeting is scheduled to take place. The letter is mailed to the families' homes at least a week before the scheduled meeting. The flyer is sent to the parent/guardian about three days before the meeting. In addition, the ESL teacher calls the invited families a day or two before the meeting.

#### C. TIMELINE

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.

### III. PARENT FORMS & ENTITLEMENT LETTERS

Families complete Parent Survey and Program Selection forms during the Family Orientation Meeting. Since they are completed on school grounds, the school ensures the proper return of these forms by parents/guardians of ELLs.

Entitlement letters are sent via certified mail to families before the first Parent/Teacher Conference. Families of newly identified ELLs are provided with the appropriate entitlement letter within a week of the LAB-R being administered and hand-scored. These letters are also sent via certified mail.

IV. PLACING ELLS IN PROGRAMS

A. PROCESS

ESL instruction begins as soon as possible for new scholars in the SBAAM community during the month of September. ELLs identified from the previous school year begin services immediately. All testing of newly identified scholars is done within 10 days so by the 3rd week of September those scholars begin ESL services. After testing is conducted, the NYSESLAT scores and LAB-R scores are consulted to determine proper placement for scholars who require bilingual/ESL instructional services. An ATS RLAT or RNMR report is generated to determine NYSESLAT and/or LAB-R levels – beginner (B), intermediate (I), advanced (A) or proficient (P – no longer entitled).

B. CRITERIA

Depending upon the student’s level (B, I, A) and grade, an appropriate amount of ESL service is provided. The ESL teacher refers to the following chart from CR Part 154 to determine instructional minutes:

	Number of Units*		
	ESL	NLA**	ELA
Beginning	2	1	-
Intermediate	2	1	-
Advanced	1	1	1

\* One unit of instruction equals 180 weekly minutes in equal proportions.

\*\*Only for students in bilingual programs.

V. TREND IN PROGRAM CHOICES

After reviewing Program Selection forms of the last three years, we tabulated that about 80 percent of parents/guardians chose freestanding ESL as their program of choice.

VI. PARENT CHOICE

After reviewing the Parent/Guardian Survey and the Program Selection forms, the majority of the parents/guardians 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**

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
--	--

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

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	13	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. [i](#)

	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	9		1	13		5	15		4	37
<b>Total</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>13</b>	<b>0</b>	<b>5</b>	<b>15</b>	<b>0</b>	<b>4</b>	<b>37</b>

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
Punjabi														0
Polish														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
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-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							12	14	8					34
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3							3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>14</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>37</b>

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

#### I. 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. 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.

## A. Programming and Scheduling Information

### II. INSTRUCTIONAL MINUTES

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.

### III. CONTENT AREAS

In their content areas, ELLs receive instruction in English that is aligned to the New York State and Common Core 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.

### V. DIFFERENTIATION AND SUPPORT

The ESL program at the South Bronx Academy for Applied Media uses the World English curriculum. The series' levels range from Intro to C, and the scholars are leveled by their 2011 NYSESLAT or Lab-R scores. It 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. Also, 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 their ELA classes with the Read 180 program.
- 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 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 attain English-

## A. Programming and Scheduling Information

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	VI & VII. ELLS WITH DISABILITIES ELLs identified as having special needs receive additional instructional time before school in the Scholar Sunrise Program, as well as targeted instruction in their ELA classes with Read 180. Read 180 assists in further developing the scholars' reading comprehension skills.		
75%			
50%			
25%			
0%			
	Dual Language		
100%			
75%			
50%			
25%			
0%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
0%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## Courses Taught in Languages Other than English

### B. Programming and Scheduling Information--Continued

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

#### VIII. 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 level 1 or 2 on the 2011 NYS ELA exam, and Special Education scholars.

Language of instruction: English

Program duration: September 2011 through June 2012, 10 periods per 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 2011 NYS ELA and Math exams.

## B. Programming and Scheduling Information--Continued

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

### VIII. 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 level 1 or 2 on the 2011 NYS ELA exam, and Special Education scholars.

Language of instruction: English

Program duration: September 2011 through June 2012, 10 periods per 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 2011 NYS ELA and Math exams.

Language of instruction: English

Program duration: December 2011 through April 2012, 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 level 1 or 2 on the 2011 NYS ELA exam.

Language of instruction: English

Program duration: September 2011 through June 2012, 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 level 1 or 2 on the 2011 NYS Math exam.

Language of instruction: English

Program duration: September 2011 through June 2012, three times a week

### IX. TRANSITIONAL SUPPORT

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. These testing accommodations include time extension, a separate location, third reading of the listening selection of the ELA test, bilingual dictionaries and glossaries, simultaneous use of English and alternative language state test editions, oral translation for lower-incidence languages, and written responses in the native language.

### X. NEW PROGRAMS

For the upcoming school year, we would like our staff to be knowledgeable of ESL teaching strategies. As such, we will provide them opportunities to attend professional development focused on this topic. Also, we plan to improve our technology program with language

## B. Programming and Scheduling Information--Continued

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

### VIII. 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 level 1 or 2 on the 2011 NYS ELA exam, and Special Education scholars.

Language of instruction: English

Program duration: September 2011 through June 2012, 10 periods per 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 2011 NYS ELA and Math exams.

Language of instruction: English

Program duration: December 2011 through April 2012, 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 level 1 or 2 on the 2011 NYS ELA exam.

Language of instruction: English

Program duration: September 2011 through June 2012, 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 level 1 or 2 on the 2011 NYS Math exam.

Language of instruction: English

Program duration: September 2011 through June 2012, three times a week

### IX. TRANSITIONAL SUPPORT

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. These testing accommodations include time extension, a separate location, third reading of the listening selection of the ELA test, bilingual dictionaries and glossaries, simultaneous use of English and alternative language state test editions, oral translation for lower-incidence languages, and written responses in the native language.

### X. NEW PROGRAMS

For the upcoming school year, we would like our staff to be knowledgeable of ESL teaching strategies. As such, we will provide them opportunities to attend professional development focused on this topic. Also, we plan to improve our technology program with language relevant software, which will enrich language instruction for all our ELLs. This software includes Rosetta Stone and audio books.

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

**Beginning**

**Intermediate**

**Advanced**

**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)?

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

**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.

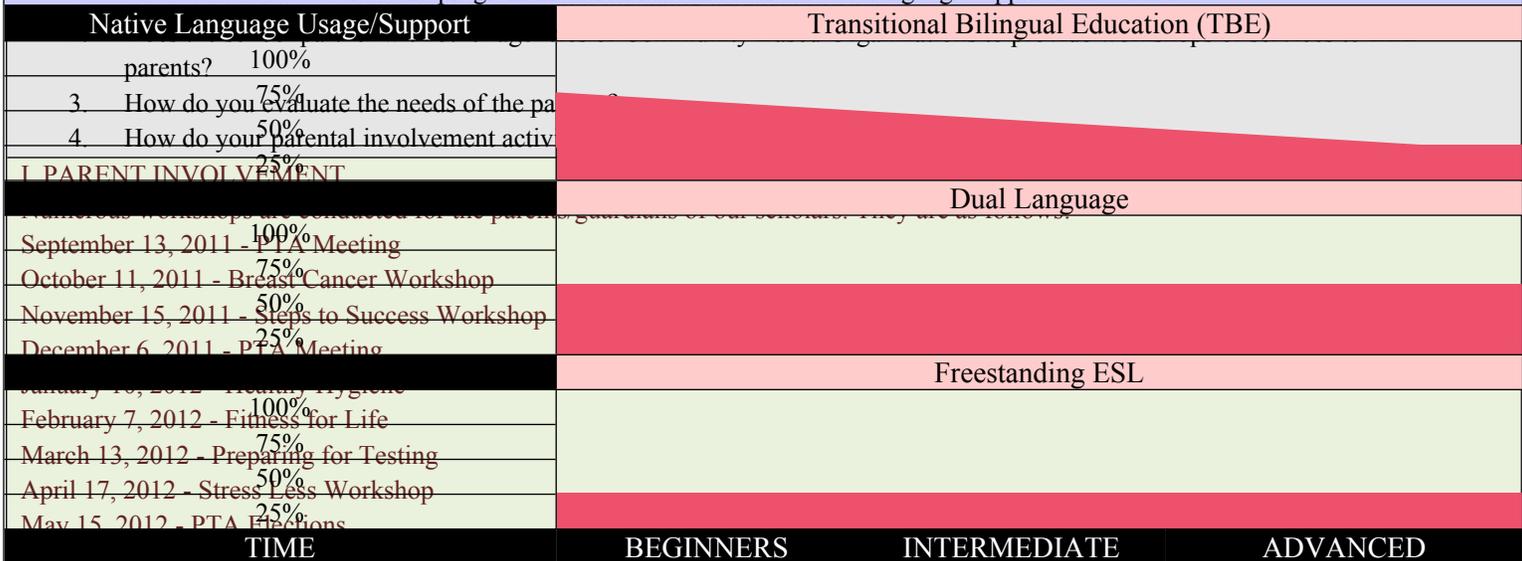
As part of the professional development plan for all ELL personnel at the South Bronx Academy for Applied Media, an ESL consultant will provide monthly workshops that relate to strategies and techniques in teaching ELLs. Additionally, the ESL teacher will attend monthly ELL Liaison meetings that are 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 2012	Classroom teachers and related service providers
How to teach vocabulary to ELLs	February 2012	Classroom teachers and related service providers
ELL identification process	March 2012	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.

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Parents/guardians of ELLs are also provided with opportunities to attend the following professional development sessions, which are facilitated by the ESL teacher:

TOPICS	EXPECTED DATE
Family Orientation: English language program options in the DOE	September 2011 through June 2012

## 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?

### I. PARENT INVOLVEMENT

Numerous workshops are conducted for the parents/guardians of our scholars. They are as follows:

September 13, 2011 - PTA Meeting  
October 11, 2011 - Breast Cancer Workshop  
November 15, 2011 - Steps to Success Workshop  
December 6, 2011 - PTA Meeting  
January 10, 2012 - Healthy Hygiene  
February 7, 2012 - Fitness for Life  
March 13, 2012 - Preparing for Testing  
April 17, 2012 - Stress Less Workshop  
May 15, 2012 - PTA Elections  
June 15, 2012 - SBAAM Carnival

Parents/guardians of ELLs are also provided with opportunities to attend the following professional development sessions, which are facilitated by the ESL teacher:

TOPICS	EXPECTED DATE
Family Orientation: English language program options in the DOE	September 2011 through June 2012
How to foster English language development at home	February 2012
ELLs and test-taking strategies	March 2012
Immigration/Citizenship in New York City	April 2012

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.

### II. PARTNERSHIPS WITH OTHER AGENCIES

South Bronx Academy for Applied Media partners with Partnership with Children/SoBro, Big Brothers/Big Sisters, Girl Scouts Council of Greater NY, and the Leadership Program to provide service to both scholars and their families. In addition, the school partners with the Hostos College Legal Center to provide parents with workshops and resources on the immigration and citizenship process.

### III. EVALUATION OF PARENTS' NEEDS

In order to uncover the needs of the families of our scholars, we survey parents/guardians every year. This survey is administered in a PTA meeting.

### IV. ADDRESSING PARENTS' NEEDS

We address the needs of our families by organizing workshops that meet the needs of our families as listed in the annual survey as indicated above.

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

## B. Programming and Scheduling Information--Continued

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

### VIII. 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 level 1 or 2 on the 2011 NYS ELA exam, and Special Education scholars.

Language of instruction: English

Program duration: September 2011 through June 2012, 10 periods per 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 2011 NYS ELA and Math exams.

Language of instruction: English

Program duration: December 2011 through April 2012, 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 level 1 or 2 on the 2011 NYS ELA exam.

Language of instruction: English

Program duration: September 2011 through June 2012, 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 level 1 or 2 on the 2011 NYS Math exam.

Language of instruction: English

Program duration: September 2011 through June 2012, three times a week

### IX. TRANSITIONAL SUPPORT

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. These testing accommodations include time extension, a separate location, third reading of the listening selection of the ELA test, bilingual dictionaries and glossaries, simultaneous use of English and alternative language state test editions, oral translation for lower-incidence languages, and written responses in the native language.

### X. NEW PROGRAMS

For the upcoming school year, we would like our staff to be knowledgeable of ESL teaching strategies. As such, we will provide them opportunities to attend professional development focused on this topic. Also, we plan to improve our technology program with language

## B. Programming and Scheduling Information--Continued

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

### VIII. 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 level 1 or 2 on the 2011 NYS ELA exam, and Special Education scholars.

Language of instruction: English

Program duration: September 2011 through June 2012, 10 periods per 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 2011 NYS ELA and Math exams.

Language of instruction: English

Program duration: December 2011 through April 2012, 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 level 1 or 2 on the 2011 NYS ELA exam.

Language of instruction: English

Program duration: September 2011 through June 2012, 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 level 1 or 2 on the 2011 NYS Math exam.

Language of instruction: English

Program duration: September 2011 through June 2012, three times a week

### IX. TRANSITIONAL SUPPORT

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. These testing accommodations include time extension, a separate location, third reading of the listening selection of the ELA test, bilingual dictionaries and glossaries, simultaneous use of English and alternative language state test editions, oral translation for lower-incidence languages, and written responses in the native language.

### X. NEW PROGRAMS

For the upcoming school year, we would like our staff to be knowledgeable of ESL teaching strategies. As such, we will provide them opportunities to attend professional development focused on this topic. Also, we plan to improve our technology program with language relevant software, which will enrich language instruction for all our ELLs. This software includes Rosetta Stone and audio books.

### 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)?

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?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

#### I. ASSESSMENT TOOL

At the South Bronx Academy for Applied Media, we use the Fountas and Pinnell system to assess the early literacy skills of our ELLs. Running records are conducted once in the Fall and once in the Spring to find out the scholars' reading levels. Thus far, the data has shown that the reading levels of our ELLs range from K to Z and about 70 percent of them read below grade level. This information informs the instructional plan of the ELA and ESL teachers as they teach to the scholars' zone of proximal development (Vygotsky, 1978), as well as build classroom libraries with materials that are appropriate to the scholars' levels.

#### II. DATA PATTERNS ACROSS PROFICIENCY LEVELS AND GRADES

Throughout the grades, the majority of our ELLs are Advance. We only have three Beginners, and they are in the seventh grade special education class. It appears that most of our ELLs struggle with the Reading and Writing modality as evidenced in fewer ELLs attaining an Advance or Proficient score in this modality. For example, none of the ELLs scored Beginner or Intermediate in the Listening/Speaking modality, while 3 ELLs scored Beginner and 9 scholars scored Intermediate in the Reading/Writing modality. 26 scholars scored Advance and 11 scholars scored Proficient in the Listening/Speaking modality. This is a difference from the 21 scholars who scored Advance and only 4 scholars who scored Proficient in the Reading/Writing modality.

#### III. EFFECTS OF DATA PATTERNS ON INSTRUCTIONAL DECISIONS

ESL instruction at the South Bronx Academy for Applied Media is heavily based on these findings. 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 learning portfolio.

### 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.

## 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 2012	Classroom teachers and related service providers
How to teach vocabulary to ELLs	February 2012	Classroom teachers and related service providers
ELL identification process	March 2012	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?

### I. PARENT INVOLVEMENT

Numerous workshops are conducted for the parents/guardians of our scholars. They are as follows:

September 13, 2011 - PTA Meeting  
 October 11, 2011 - Breast Cancer Workshop  
 November 15, 2011 - Steps to Success Workshop  
 December 6, 2011 - PTA Meeting  
 January 10, 2012 - Healthy Hygiene  
 February 7, 2012 - Fitness for Life  
 March 13, 2012 - Preparing for Testing  
 April 17, 2012 - Stress Less Workshop  
 May 15, 2012 - PTA Elections  
 June 15, 2012 - SBAAM Carnival

Parents/guardians of ELLs are also provided with opportunities to attend the following professional development sessions, which are facilitated by the ESL teacher:

TOPICS	EXPECTED DATE
Family Orientation: English language program options in the DOE	September 2011 through June 2012
How to foster English language development at home	February 2012
ELLs and test-taking strategies	March 2012
Immigration/Citizenship in New York City	April 2012

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.

### II. PARTNERSHIPS WITH OTHER AGENCIES

South Bronx Academy for Applied Media partners with Partnership with Children/SoBro, Big Brothers/Big Sisters, Girl Scouts Council of Greater NY, and the Leadership Program to provide service to both scholars and their families. In addition, the school partners with the Hostos College Legal Center to provide parents with workshops and resources on the immigration and citizenship process.

## 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?

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### III. EVALUATION OF PARENTS' NEEDS

In order to uncover the needs of the families of our scholars, we survey parents/guardians every year. This survey is administered in a PTA meeting.

### IV. ADDRESSING PARENTS' NEEDS

We address the needs of our families by organizing workshops that meet the needs of our families as listed in the annual survey as indicated above.

## 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)							0	3						3
Intermediate(I)							3	5	1					9
Advanced (A)							12	6	7					25
Total	0	0	0	0	0	0	15	14	8	0	0	0	0	37

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	7	1		15
7	9	7			16
8	4	3			7
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	3		10		2				15
7	5		7		1				13

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	3		5						8
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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)									

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
Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

### I. ASSESSMENT TOOL

At the South Bronx Academy for Applied Media, we use the Fountas and Pinnell system to assess the early literacy skills of our ELLs. Running records are conducted once in the Fall and once in the Spring to find out the scholars' reading levels. Thus far, the data has shown that the reading levels of our ELLs range from K to Z and about 70 percent of them read below grade level. This information informs the instructional plan of the ELA and ESL teachers as they teach to the scholars' zone of proximal development (Vygotsky, 1978), as well as build classroom libraries with materials that are appropriate to the scholars' levels.

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Throughout the grades, the majority of our ELLs are Advance. We only have three Beginners, and they are in the seventh grade special education class. It appears that most of our ELLs struggle with the Reading and Writing modality as evidenced in fewer ELLs attaining an Advance or Proficient score in this modality. For example, none of the ELLs scored Beginner or Intermediate in the Listening/Speaking modality, while 3 ELLs scored Beginner and 9 scholars scored Intermediate in the Reading/Writing modality. 26 scholars scored Advance and 11 scholars scored Proficient in the Listening/Speaking modality. This is a difference from the 21 scholars who scored Advance and only 4 scholars who scored Proficient in the Reading/Writing modality.

### III. EFFECTS OF DATA PATTERNS ON INSTRUCTIONAL DECISIONS

ESL instruction at the South Bronx Academy for Applied Media is heavily based on these findings. 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 learning portfolio.

## 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.

## Part VI: LAP Assurances

School Name: <u>MS 296</u>		School DBN: <u>07X296</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Roshone Ault Lee	Principal		10/31/11
Andrea Lawrence	Assistant Principal		10/31/11
Ashley Jones	Parent Coordinator		10/31/11
Cynthia Paulino	ESL Teacher		10/31/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
John Nutterfield	Guidance Counselor		10/31/11
	Network Leader		
	Other		

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: South Bronx Academy for Applie	DBN: 07X296
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 11 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 10

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Title III will supplement the daily program by providing English Language Learners (ELLs) with the Saturday Preparatory Academy and Multicultural Club.

### SATURDAY PREPARATORY ACADEMY

The Saturday Preparatory 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 December through April, Title III funds will be used to fund 7 sessions. It will take place on select Saturdays from 8:30 AM to 12:00 PM. An ELA certified teacher will instruct approximately 30 ELLs in grades six through eight. An ESL-certified teacher will push-in to support ELLs in this program. A Math certified teacher will instruct approximately 30 ELLs in grades six through eight. An administrator/supervisor will oversee the Saturday Preparatory Academy. Teachers will use the Kaplan and New York Coach Assessment Materials as the main curriculum for the Saturday Preparatory Academy.

### MULTICULTURAL CLUB

The Multicultural Club will build the English-language literacy skills of 15 ELLs through multicultural education. It will run for 20 sessions, starting in January and ending in May. It will take place on select Wednesdays and Thursdays from 3 PM to 4 PM. An ESL-certified teacher will instruct approximately 15 ELLs in grades six through eight, who scored Intermediate or Advanced in the 2011 NYSESLAT. Scholars will read and analyze a variety of multicultural texts. The ESL teacher will use the "Stories to Celebrate" collection by Almar Flor Ada and F. Isabel Campoy as the main curriculum of the Multicultural Club. Additional resources will be used to supplement this curriculum, such as dictionaries, manipulatives (picture cards), and general instructional supplies (chart paper, markers, notebooks, pencils, construction paper, scissors, markers). The end product of this program is a pop-up book that each scholar will create to their own multicultural stories and poems and the literary elements traditionally used in many such texts. Scholars will participate in two instructional trips to cultural institutions, such as the Museum of African Art, so that they further explore themes related to the curriculum of this program. These themes include race, immigration, cultural identity, and many more.

## Part B: Direct Instruction Supplemental Program Information

### BOTH PROGRAMS

Instruction will be conducted in English. A supervisor will oversee Title III programs, since there are no other programs in session at that time. Both programs aim to build English-language acquisition, as well as the scholar's ELA and math skills. Upon careful review of the 2011 NYS ELA and Math scores and the 2011 NYSESLAT scores, many ELLs performed poorly in the reading and writing modalities of the NYSESLAT, as well as the ELA and Math exams. These program offerings provide the opportunity for scholars to grow academically, particularly with respect to the development of the scholar's mathematical skills and English-language acquisition in all four modalities (speaking, listening, reading, and writing). Additionally, these programs will prepare scholars for state exams (ELA, Math, and NYSESLAT). Strategies will be utilized to encourage familiarity with idiomatic expressions, language that is appropriate to social situations, reinforcement of terms used in content area instruction, and active participation in the four strands of language acquisition (listening, speaking, reading and writing with a focus on reading and writing). Scholars will be engaged in a variety of activities, such as literature-based writing activities, opportunities to practice in authentic conversational situations and writing tasks, and opportunities to improve math skills with regard to word problems in an English setting.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

The ESL teacher will facilitate several Professional Development sessions for school staff, which are outlined below. These workshops are aligned to the Title III instructional program.

1. How to teach academic vocabulary to ELLs: This workshop will support all teachers, especially those who teach ELLs in the Saturday Preparatory Academy and the Multicultural Club, where academic vocabulary is explicitly taught. It will take place in December 2011. Administrative staff, classroom teachers, and related service providers are invited.

2. Test-taking strategies for ELLs: This workshop will especially support the teachers of the Title III Instructional Program (Saturday Preparatory Academy and Multicultural Club), where test-taking strategies are explicitly taught to scholars in order to prepare them for state exams. This workshop will take place in February 2012. Administrative staff, classroom teachers and related service providers are invited.

3. ELLs and the Common Core Standards (March 2012, administrative staff, classroom teachers, and related service providers are invited)

## Part D: Parental Engagement Activities

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Our goal is to increase parental involvement among parents/guardians of ELLs and equip them with strategies to help their children meet academic learning standards. We plan to achieve these goals by the following means:

- Translate communications to parents/guardians of our ELLs into their native language
- Have translators available during Title III parent/guardian workshops
- Provide support through “Homework Helper” kits in several languages

Parents/guardians of ELLs are also provided with opportunities to attend professional development sessions which are facilitated by the ESL Teacher. These workshops will focus on supporting the ELLs participating in the Title III program by extending test-taking skill development to their homes. Five to ten parents/guardians are expected to attend, and the ESL teacher will facilitate these Title III family workshops. They are as follows:

How to foster English language development at home (February 2012)

ELLs and test-taking strategies (March 2012)

Immigration/Citizenship in New York City (April 2012)

Additionally, Title III funds will be used to purchase materials for our Annual Family Carnival at the end of the year. Families of all scholars, including that of our ELLs, are invited to attend.

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11100

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11100

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) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$5413.21	SATURDAY PREPARATORY ACADEMY  7 sessions x 3.5 hours x 3 teachers @ \$41.98 = \$3085.53  31 hours x 1 supervisor @ \$43.94 = \$1362.14  MULTICULTURAL CLUB  20 sessions x 1 hours x 1 teacher @ \$41.98 = \$839.60  PARENT WORKSHOPS  3 sessions x 1 hour x 1 teacher @ \$41.98 = \$125.94
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$5686.79	SATURDAY ACADEMY  Test prep materials (such as New York Coach Assessment Materials and Kaplan) \$500.00  MULTICULTURAL CLUB  <ul style="list-style-type: none"> <li>• English/Spanish multicultural curriculum – Santillana’s Stories to Celebrate</li> </ul> 15 sets @ \$260.45 each = \$3906.75

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11100

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<ul style="list-style-type: none"><li>• Digital recorders 4 recorders @ \$50 each= \$200</li><li>• Headphones 4 headphones @ \$20 each = \$80</li><li>• Passport to the World Activity Kit 1 set @ \$25 each = \$25</li><li>• Multicultural Art Projects Class Pack 1 set @ \$67 each = \$67</li><li>• Multicultural Markers 5 packs @ \$5 each = \$25</li><li>• Other materials (construction paper, copy paper, pens, crayons/markers, pencils, scissors, glue/taple) = \$127.49</li><li>• TRIPS to cultural institutions, such as Metropolitan Museum of Art \$20 admission fee x (10 scholars + 1 teachers) = \$220</li></ul> <p>BOTH PROGRAMS</p> <ul style="list-style-type: none"><li>• Dictionaries \$200</li></ul> <p>MARDI GRAS FAMILY EVENT</p>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11100

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<ul style="list-style-type: none"><li>Materials and refreshments \$200</li></ul> PARENT WORKSHOPS <ul style="list-style-type: none"><li>Materials and refreshments \$135.55</li></ul>
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$11,100	