



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: SOUTH BRONX ACADEMY FOR APPLIED MEDIA

DBN (i.e. 01M001): 07X296

Principal: ROSHONE AULT LEE

Principal Email: RAULT@SCHOOLS.NYC.GOV

Superintendent: YOLANDA TORRES

Network Leader: BEN WAXMAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Roshone Ault Lee	*Principal or Designee	
James Council	*UFT Chapter Leader or Designee	
Martha Guzman	*PA/PTA President or Designated Co-President	
Leonora Velez	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Crystal Bunche	Member/ Staff	
Charlton Harry	Member/ Staff	
Yolanda Molina	Member/ Parent	
Anasa Latiff	Member/ Parent	
Lynda Baker	Member/ Staff	
Jennifer Colon	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, scholars will demonstrate progress towards achieving Math State Standards as measured by a decrease of 40% of level 1's, and our levels, 3 and 4's will be composed of 12% of scholars.

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, school year 2012-2013 it was determined that only 5.2% of our scholars attained a level 3 or 4.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Activity #1

- Professional Development: PD will be given on the following: (a) Data Analysis of State Exams (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 2013 through May 2014

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.

B. Key personnel and other resources used to implement each strategy/activity

Principal, Assistant Principal, Content Area Consultants/Coaches and Data Specialist, AIS Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Teachers instructing Level 1 and Level 2 scholars.

D. Timeline for implementation and completion including start and end dates

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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.
- Math Midterm Exam: February 2014
- Math Simulation Exam: March 2014
- Math Final Exam: June 2014

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- We will offer workshops to families to engage families in the math curriculum for specific grade levels. We will also provide strategies related to how parents/guardians can help their children at home in this content area. The school will distribute a family compact.
- 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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside		Grants
---	----------	--	----------	--	-----------	---	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 2013, in English Language Arts level 1 scholars will decrease by 50% and Level 3s and 4s will increase from 5.8% to 12% of the scholar population.

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, school year 2012-2013 it was determined that only 5.2% of our scholars attained a level 3 or 4.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Professional development 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.

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.

B. Key personnel and other resources used to implement each strategy/activity

Principal, Assistant Principal, Content Area Data Consultants/Coaches and Data Specialist

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Teachers instructing Level 1 and Level 2 scholars; Teams of teachers working with Level 1s and level 2s not making acceptable gains.

D. Timeline for implementation and completion including start and end dates

September 2013 – October 2013; September 2013 – May 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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 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.
- ELA Midterm: February 2014
- ELA Simulation Exam: March 2014
- ELA Final Exam: June 2014

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- We will offer workshops to families to engage families in the ELA curriculum for specific grade levels. We will also provide strategies related to how parents/guardians can help their children at home in this content area. The school will distribute a family compact.
- 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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside		Grants
---	----------	--	----------	--	-----------	---	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 2014, 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. 53% of families complete the Learning Environment Survey during the 2012-2013 school year. This decrease in completion of the LES is also parallel to the decrease of parents/guardians 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

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

Activities #2

- Resources: Provide various resources to inform and educate parent and guardians on the following topics: Low income housing, educational websites, Cand GED programs. Encourage parents and guardians to provide resources.

B. Key personnel and other resources used to implement each strategy/activity

PTA, School Leadership Team, Parent Coordinator, Partnership with Children, Guidance Counselor

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- All families; Attendance Sheets

D. Timeline for implementation and completion including start and end dates

- September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
----------	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 #4

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Scholar Sunrise, Strategic Reading, Saturday Preparatory Academy	Small group, One-to-One, Tutoring, Saturday courses	Before school, during school and MS ExTRA extended day
Mathematics	Scholar Sunrise, Saturday Preparatory Academy, Math Intervention Periods	Small group, Saturday courses	Before school, during school, extended day
Science	Science Plus	Small Group	Extended Day
Social Studies	Global Scholars	Small Group	Extended Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Scholar Achievement Team, Partnership with Children – At risk counseling	Small Group	During the day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

At the South Bronx Academy for Applied Media, we post teacher vacancies on the Department of Education's website, we attend borough and citywide hiring fairs and we post positions in local newspapers. We also identify candidates via Teach for America and the Teaching Fellows programs. Our hiring committee which includes administration, teachers and support staff invite candidates for interviews and to conduct demonstration lessons. Our decision to hire a candidate is made collectively.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Administrative staff meets with teachers at the beginning, middle and end of the school year to identify, monitor and revise professional goals using the self-assessment on ARIS as the starting point of the goal conversation. Teachers have an opportunity to identify professional development activities that they are interested in learning more about. In addition, administrative staff recommends professional development based on areas for improvement as evidenced by formal and informal observations.

Teachers meet with their content area teams on a weekly basis twice a week to plan curriculum and to also analyze scholar data. Content area consultants work with teachers during these allotted time periods. Furthermore, teacher mentors collaborate with first and second year teachers on a regular basis.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Funding sources are used to purchase supplies for Students in Temporary Housing and also to compensate teachers per session for additional tutorial and extracurricular activities.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

During weekly Action Research Planning periods, teacher teams collectively determining assessments to be administered to scholars. Recommendations are then made to the school wide inquiry team which consists of administrative staff for approval. Professional development regarding the use of assessment results to improve instruction is provided to all teacher teams on a

weekly basis during Action Research Planning periods.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 7	Borough Bronx	School Number 296
School Name South Bronx Academy for Applied Media		

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

Principal Roshone Ault Lee	Assistant Principal Andrea Lawrence
Coach type here	Coach type here
ESL Teacher Melissa Dubizh	Guidance Counselor Jennifer Rivera
Teacher/Subject Area Caitlin Henderson	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ashely Jones
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	382	Total number of ELLs	46	ELLs as share of total student population (%)	12.04%
--	------------	----------------------	-----------	---	---------------

Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							18	14	14					46
SELECT ONE														0
Total	0	0	0	0	0	0	18	14	14	0	0	0	0	46

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	21
SIFE	3	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	12

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	17	3	6	17	0	9	12	0	6	46
Total	17	3	6	17	0	9	12	0	6	46

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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							15	13	10					38
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									2					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	1	2					6
TOTAL	0	0	0	0	0	0	18	14	14	0	0	0	0	46

Part III: Assessment Analysis

Assessment Breakdown

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

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)							1	2						3
Intermediate(I)							3	3	7					13
Advanced (A)							13	10	7					30
Total	0	0	0	0	0	0	17	15	14	0	0	0	0	46

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													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	4			16
7	6	7			13
8	12				12
NYSAA Bilingual (SWD)					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	12		3		1				16
7	10		3						13
8	14								14
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
When they originally took the LAB-R, approximately 64% of our ELLs received a raw score at or under 017 (Beginning), 17% scored in the mid range between 022 and 027 (intermediate) and 3 students scored 044, 050 and 057 respectively (Advanced).

Throughout the grades, the majority of our ELLs are now Advanced. We only have three Beginners; one newcomer to the U.S. and two who are in special education classes. It appears that most of our ELLs struggle with the Reading/Writing modality as evidenced in the NYSESLAT scores of 2012. Only 2 ELLs scored Proficient and 21 Advanced in this modality, whereas 20 ELLs scored Proficient and 17 Advanced in the Listening/Speaking modality.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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.

4. For each program, answer the following:
 - a. 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?

Data from the ELL Periodic Assessment is consistent with results from the NYSESLAT. Students are stronger in Listening than Reading and Writing. During the school year, the ESL teacher collaborates with the content area teachers in order to scaffold vocabulary that might be necessary for reading and writing and focus on the acquisition and incorporation of academic vocabulary in all subjects.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Based on NYSESLAT and ELA data the foundation of RtI for ELLs is Tier 1, expanding students' existing competencies to support literacy learning and content knowledge. Core instruction focuses on language and literacy development especially to support reading and writing competencies. The ESL teacher employs strategies such as building on background knowledge and frontloading vocabulary which promotes written language development during the instructional core. Intensive, targeted intervention, Tiers 2 and 3, are informed by progress monitoring data, including the Fountas and Pinnell System to assess early literacy skills, the Pearson Periodic Assessment Exam for ELLs given in the fall and spring, the NYC Performance Assessment and other assessments designed and administered by the ESL teacher.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We do not presently offer a transitional bilingual education program and students are encouraged to use academic English as much as possible in all their subjects.

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ELLs is quantitatively measured by various progress monitoring data, including the Fountas and Pinnell System which includes running records that are conducted in the fall and in the spring to monitor students' reading levels, the Pearson Periodic Assessment Exam for ELLs, (also given in the fall and spring) and students' NYSESLAT scores at the end of the school

year. The overall goal is to have ELLs attain a Proficient score in all four modalities on the NYSESLAT and exit ESL the following year. Growth is also measured when ELLs move up a proficiency level, from Beginner to Intermediate or Intermediate to Advanced. In addition success of our ELLs is assessed on a continual basis through individual writing portfolios that are kept and reviewed by the ESL teacher throughout the year.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a student is admitted into the NYC public school system, parents/guardians of those students must complete a Home Language Survey (HLIS) to help identify those students with limited English language proficiency. At that time, an informal interview is also conducted by the ESL teacher or another pedagogue in English or the parents' native language and they are provided with help in completing the survey. Once potential ELLs are identified, the Revised Language Battery Assessment (LAB-R) is administered to the student within the first 10 days of enrollment, in order to identify the student as an English Language Learner (ELL) or English Proficient (EP).
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.
Within a week of the LAB-R being administered and hand-scored, families of newly identified ELLs are provided with either an entitlement or non-entitlement letter, based on the students' score on the LAB-R. Through the entitlement letter, parents/guardians of newly identified ELLs are invited to a Family Orientation Meeting, where they are introduced to the three English-language program choices offered in the NYC public schools, which are Transitional Bilingual English (TBE), Dual Language and Freestanding ESL (English as a Second Language). They also view the Family Orientation video in their native language and complete the Parent/Guardian Choice Survey and Program Selection forms.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
ELLs who are identified from the previous school year through an ATS RLAT or RNMR report begin ESL instruction immediately. These reports give the most recent NYSESLAT scores and/or LAB-R levels which have been used to determine the ELLs' proficiency level – Beginner (B), Intermediate (I), Advanced (A) or Proficient (P – no longer entitled). New potential ELLs are tested with the LAB-R within 10 days of their first date of attendance and if they are identified as ELLs, begin ESL services by the 3rd week of September. Families of new ELLs complete Parent/Guardian Survey and Program Selection forms during the Family Orientation Meeting and they are immediately collected. A signed copy of the Survey and Selection form 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. If a parent/guardian has not chosen a specific ELL program, the default program is Transitional Bilingual English, (TBE).
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.
ELLs who are identified from the previous school year through an ATS RLAT or RNMR report begin ESL instruction immediately. These reports give the most recent NYSESLAT scores and/or LAB-R levels which have been used to determine the ELLs' proficiency level – Beginner (B), Intermediate (I), Advanced (A) or Proficient (P – no longer entitled). Continued entitlement letters are not distributed, but NYSESLAT Parent Reports are sent home by mail at the end of the year, informing parents of each scholar's score and which proficiency level they have most recently attained.

New potential ELLs are tested with the LAB-R within 10 days of their first date of attendance and if they are identified as ELLs, begin ESL services by the 3rd week of September. Depending upon the student's level (B, I or A) and grade, an appropriate amount of instructional minutes of ESL is provided based on the following chart from CR Part 154:

Number of Units*

	ESL	NLA**	ELA
Beginner	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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Annually, a testing calendar is established for each modality of the NYSESLAT, including the date, time and location that each particular section of the test will be administered. The ESL teacher confirms with the RLER report on ATS the names of those ELLs who must be administered the NYSESLAT in advance.
6. 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.) 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. 
The program model offered by the South Bronx Academy for Applied Media is aligned with the parent/guardian requests. The ESL teacher closely monitors the Parent/Guardian Survey and Program Selection forms and if 15 or more parents/guardians of ELLs in 2 consecutive grades opt for Transitional Bilingual Education or Dual Language, a bilingual program or Dual Language program would be created to comply with parents/guardians requests.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

The ESL program at the South Bronx Academy for Applied Media is a push in/pull-out model with homogeneous 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 16 scholars, allowing the ESL teacher to address scholars' different learning styles and to differentiate instruction.

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)?

The ESL program at the South Bronx Academy for Applied Media is a Freestanding ESL Program. As mandated in the New York State CR Part 154, the Beginner and Intermediate ELLs receive 360 minutes of 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.

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 foster language development and meet the demands of the Common Core Learning Standards.

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 has received Jose P. professional development and is versed in the effective ESL methodologies. In order to make content comprehensible and enrich language development, they present a variety 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 that 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 in journals

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

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

The Spanish LAB gives initial information about a scholar's literacy level in their native language; Spanish. Additional native

language support in the form of bilingual glossaries and dictionaries and maps and graphic organizers is also provided.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The NYSESLAT exam in the spring gives an initial indication of our ELLs' strengths and weaknesses in the four modalities of English acquisition: Listening, Speaking, Reading and Writing. Growth in each of the four modalities is also measured throughout the year through the NYC Pearson Periodic Assessment for English Language Learners which is administered twice, in the fall and early spring.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

- Scholars with interrupted formal education (SIFE) and ELLs as identified as having special needs receive additional instructional time before school in the Scholar Sunrise Program, as well as targeted instruction in their Strategic Reading Class using the Wilson "Just Words" program.
- Newcomers (ELLs who have been in US schools less than 3 years) receive intensive targeted instruction in the 4 modalities, reading, writing, speaking and listening, in small group settings. This targeted instruction insures that ELLs quickly achieve the state-designated grade-level of English language proficiency. In order to acclimate these scholars to US culture, they are also invited to take part in the Multicultural Club, a Title-III funded program that teaches ELLs about the many different cultures and customs typical of the US.
- ELLs receiving service 4 to 6 years who are in danger of becoming long term ELLs receive appropriate RtI Tier 1 intervention and if necessary, (for those ELLs who are not showing sufficient progress on the skills and/or competencies measured), RtI Tier 2, intensive, targeted intervention.
- Almost 25% of our ELLs are long-term ELLs (ELLs who have completed 6 + years of ESL instruction). Our goal for them is to attain English language proficiency by the end of the school year. These ELLs have agility with social interactional English while lacking the advanced linguistic knowledge and skills required by complex secondary coursework. The English language development program "English 3D" is used with this subgroup in order to maximize students' verbal and written engagement and is designed to ensure proficiency in academic vocabulary, speaking, listening and writing. Instruction overall is driven by the scholars' NYSESLAT scores which indicates individual strengths and weaknesses according to the 4 aforementioned modalities. To accomplish this, the ESL teacher uses NYSESLAT test prep curriculum throughout the year to prepare these scholars for the NYSESLAT exam in the spring of 2014.
- 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, 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. Individual support plans are also created in conjunction with content area teachers as needed to assist former ELLs in ELA, Math and other content areas.

7. 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?
Teachers of ELL-SWDs use a variety of instructional strategies to facilitate access to academic content area and accelerate English language development. Among these strategies are
 - Small group instruction
 - Modify and adapt grade level text
 - RTI tier 1 high quality instruction
 - SMART board use of Technology
 - Graphic organizers
 - Audio visual aids

- Visual aids

In addition, the Wilson Reading Program is used with many ELL-SWDs in order to raise literacy levels by helping scholars acquire basic decoding skills.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

As almost 50% of our ELLs are also SWDs, the South Bronx Academy for Applied Media, uses curricular, instructional and scheduling flexibility to enable them to achieve their IEP goals and at the same time attain English proficiency within the least restrictive environment. Some of these include, but are not limited to:

- ESL classes that are grouped by proficiency to create small group instruction
- SETSS – Indirect Services with General Education Teachers
- ELL services – Push in SETSS and ESL
- Grade level meetings that involve both General Education and Special Education
- Regular collaboration between the ESL teacher and the IEP Team
- Additional instructional time before school in the Scholar Sunrise Program, the Saturday Preparatory Academy and the 6th Grade Extended Day
- Targeted instruction in decoding and reading comprehension skills in Strategic Reading Class using the Wilson “Just Words” program

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

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

	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language 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.

B. Programming and Scheduling Information--Continued

9. 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.

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 and Saturday Academy, (both part of the school's instructional Title III Program), the 6th grade extended instruction (part of the Middle School Quality Initiative), the Wilson "Just Words" program and the English language development program "English 3D." These programs are outlined below:

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 2013 NYS ELA exam.

Language of instruction: English

Program duration: September 2013 through June 2014, 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 2013 NYS Math exam.

Language of instruction: English

Program duration: September 2013 through June 2014, three times a week

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 level 1 or 2 on the 2013 NYS ELA and Math exams.

Language of instruction: English

Program duration: November 2013 through April 2014, once a week

6th grade Extended Day Program - Part of the Middle School Quality Initiative (MSQI).

Purpose: Improve scholars' reading comprehension so that significant gains are seen in academic abilities in reading and writing classes as well as core subjects

Target population: Scholars, including ELLs, in grade 6, whose fluency is intact, but have difficulties in reading comprehension

Language of instruction: English

Program duration: September 2013 through June 2016, 2.5 hours a day, 5 days a week

Wilson "Just Words" Program

Purpose: Augment reading through decoding and teach English spelling through a multisensory structured language program thereby raising scholars' reading levels, maximize English language development and prepare scholars for the NYS ELA exams.

Target population: Scholars, including ELLs and SWDs, in grades 6 through 8 who scored below 50 on their initial Fountas and Pinnell reading records conducted in the Fall of 2013.

Language of instruction: English

Program duration: September 2013 through June 2014, 6 periods per week

Materials: "Just Words" Student Kit

English 3D Language Development Program.

Purpose: Maximize students' verbal and written engagement and ensure proficiency in academic vocabulary, speaking, listening and writing as well as prepare scholars for the NYSESLAT exam.

Target population: Long-term ELLs in grades 6 through 8 who have been receiving ESL instruction 6+ years.

Program duration: September 2013 through June 2014, 4 -6 periods per week

Materials: English 3D book and student workbook

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
SBAAM uses the results of the NYSESLAT exam and other assessments throughout the year (State ELA and Math tests, Performance Based Assessment Exams, teacher designed assessments, and informal observations) to assess the progress of ELLs in terms of both content and language development . All content area teachers are aware of who in their classes are ELLs and collaborate on a regular basis.
11. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, since almost 50% of our ELLs are also SWDs, we would like our staff to be knowledgeable about ESL-SWDs teaching strategies. As such, we will provide them opportunities to attend professional development focused on this topic. Also, we are considering offering foreign language electives; French and/or Spanish as a second language and Spanish for native Spanish speakers which would focus on reading and writing to support native language literacy.
12. What programs/services for ELLs will be discontinued and why?
At this time, we are not planning to discontinue any programs or services for ELLs. We feel that our current programs benefit our students, and will continue to re-evaluate their effectiveness on a year to year basis at the end of the school-year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- After school activities include but are not limited to Dance, Chorus, Flag Football and Computers. In particular, ELLs are encouraged to take part in the Multicultural Club, a Title-III funded program that teaches ELLs about the many different cultures and customs typical of the US.
 - The 6th grade extended day through the Middle School Quality Initiative supports a group of 6th grade scholars, including ELLs, whose fluency is intact, but have problems with comprehension.
 - The Middle School Arts Initiative allows scholars, including ELLs, to experience the arts, develop their own expressive and creative voice and build their confidence in engaging in new and creative experiences that engage them in the Common Core Learning Standards.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
I
- The Wilson “Just Words” program, used to support ELLs in grades 6 through 8 who scored below 50 on their initial Fountas and Pinnell reading records conducted in the Fall of 2013
 - The English 3D Language Development Program, used with long-term ELLs, to develop academic vocabulary in reading, writing and speaking that is required for ELA, Social Studies and Science.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is provided in the ESL program. The ESL teacher sometimes uses Spanish, a dominant language among ELLs, to clarify points and scholars are encouraged to use their native language for specific purposes, such as clarification or questioning. ELLs are also provided with materials in their native language in the ESL classroom, and have access to bilingual dictionaries and glossaries in the ESL classroom and content-area classrooms as well.
16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.
The South Bronx Academy for Applied Media uses grade-leveled materials that are appropriate to our scholars’ grade and age. In addition, graphic organizers and other visual aids that scaffold the writing process are used to support ELLs who need additional support with the writing process.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

- Middle School Orientation for 6th graders coming from elementary school in August
- Annual Family Night for all parents/guardians , including those of ELLs, in early September
- Family Orientation: English Language Program Options in the DOE (ongoing from September through June)

18. What language electives are offered to ELLs?

No language electives are offered to our scholars at the moment.

19. For schools with dual language programs:

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

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. As part of the professional development plan for all ELL personnel at the South Bronx Academy for Applied Media, an ESL consultant will periodically provide 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, as outlined below:

TOPIC	EXPECTED DATE	TARGET AUDIENCE
ESL Strategies and Common Core Learning Standards	January 2014	Classroom teachers and related service providers
How to Teach Academic Vocabulary to ELLs	February 2014	Classroom teachers and related service providers
ELL-SWDs and the Writing Process	March 2014	Principal, classroom teachers,

In addition, for the 2013-2014 academic school year thus far, the guidance counselor has attended the following professional development: 8th grade high school articulation information session, designated liaison training for child abuse and prevention, several New York City McKinney-Vento Workshops which deal with, but are not limited to, the following issues: the rights of students in temporary housing and how to support them, options for over-aged and under-credited students. Special education teachers who also work extensively with ELLs have also attended the 2nd Annual School Mental Health Symposium. All of these professional development deal with issues which directly affect our ELL scholars and their families.

2. -The guidance counselor has attended the Respect for All liaison training in the Fall of 2013. She is responsible to turn-key this information to scholars during mandated sessions. In these meetings, information will be reviewed with ELLs regarding Respect for All Chancellor's Regulations and an overview process will be given of reporting and referring issues regarding Respect for All. RFA posters are also posted throughout the school community with information including the staff member to report incidents to. Scholars receive training on RFA through multiple venues. Every scholar received a RFA-based lesson, administered by Partnership with Children, based on Violence Prevention and Bully Victim Conflict Curriculum.

3. -The staff at SBAAM has received the following support by the guidance counselor and PWC social worker by attending a mandatory training on child abuse and neglect, including distribution of Blue Card highlights of Chancellor's Regulation A-750. The following information of local agencies has been shared to support staff around child abuse prevention and invention: Astor Guidance contact person Ariana Espinal, Partnership with Children contact person Myriam Gehry and Administration for Children's Services contact person Karen Roach (KID- SAFE). At the beginning of the school year, the Guidance Counselor reviews with staff the types of scholar to scholar sexual harassment during staff orientation. Staff are informed of the protocol to follow when they have knowledge of a sexual harassment incident.

4. These professional development sessions will assist the staff in completing the minimum 7.5 hours of Jose P. ELL training and records are maintained in the main office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

1. Parents/guardians of ELLs are 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 2013 through June 2014
How to Foster English Language Development at Home	February 2014
ELLs and Test-taking Strategies	March 2014
U.S. Immigration and Citizenship	April 2014

Parents/guardians are also 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.

In addition, numerous workshops are conducted for the parents/guardians of all our scholars. They are as follows:

September 13, 2013 - PTA Meeting
November, 2013 – Health Behaviors at Home
December, 2013 – Save Our Youth Workshop
January, 2014 – New Year New You Workshop
February, 2014 – Mental Health Workshop
March, 2014 - Preparing for Testing
May, 2014 - PTA Elections
June, 2014 - SBAAM Carnival

2. In terms of translation services, all DOE notifications and letters to be sent home are available in translation in the nine languages spoken most commonly in NYC schools. The administration will also conduct a survey of PTA and faculty members to determine which languages are spoken and written by existing members of our community. With this information, translations can be created for all pertinent information sent home, dependent upon the needs and requests of parents/guardians. Languages not accounted for within the abilities of our current active families and faculty will be accommodated by outside vendors.

In terms of oral interpretation services, we encourage students to accompany their parents to school functions and meetings if they can help with oral interpretation. Parent representatives who work closely with the Parent Coordinator are assigned to assist non-English speaking families with information on all school functions and services. For language needs that cannot be filled by our faculty, parents or greater school community, outside vendors will be hired for assistance. Additionally, all faculty have been provided with a toll free number for over-the-phone translation that can be obtained through the DOE for conversations via phone and in person from 8am to 5pm.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: SBAAM

School DBN: 07x296

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Roshone Ault Lee	Principal		1/28/14
Andrea Lawrence	Assistant Principal		1/28/14
Ashely Jones	Parent Coordinator		1/28/14
Melissa Dubizh	ESL Teacher		1/28/14
	Parent		1/1/01
Caitlin Henderson/ ELA	Teacher/Subject Area		1/28/14
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jennifer Rivera	Guidance Counselor		1/28/14
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07x296 School Name: South Bronx Academy Applied Media

Cluster: 534 Network: CFN

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

Part A: Needs Assessment Findings

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

Students provide blue Emergency Contact Cards upon initial enrollment in school which indicate the language preference of the parents/guardians and additionally through the ATS RAPL and RHLA reports the adult preferred languages that are written and spoken at home are generated. Each year our parent coordinator survey also asks for any additional request for translation services. If we have students who are new to the NYC DOE, we have the parents/guardians fill out the Home Language Survey at the time of registration.

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

134 families have indicated that in addition to English, they speak another language at home: 113 (32%) indicated Spanish, 3 French, 3 Fulani, 2 Soninke, 1 Afrikaans, 1 Akan, 1 Bemba, 1 Mandinka, (AKA Mandingo), 1 Twi and 1 Wolof. The teachers were notified of those parents who might benefit from written translation and/or oral interpretation by the Parent Coordinator, so they could offer these services as needed, especially for Parent/Teacher conferences.

Part B: Strategies and Activities

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

All DOE notifications and letters to be sent home are available in translation in the nine languages spoken most commonly in NYC schools. The administration will also conduct a survey of PTA and faculty members to determine which languages are spoken and written by existing members of our community. With this information, translations can be created for all pertinent information sent home, dependent upon the needs and requests of parents/guardians. Languages not accounted for within the abilities of our current active families and faculty will be accommodated by outside vendors

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

We encourage students to accompany their parents to school functions and meetings if they can help with oral interpretation. Parent representatives who work closely with the Parent Coordinator are assigned to assist non-English speaking families with information on all school functions and services. For language needs that cannot be filled by our faculty, parents or greater school community, outside vendors will be hired for assistance. Additionally, all faculty have been provided with a toll free number for over-the-phone translation that can be obtained through the DOE for conversations via phone and in person from 8am to 5pm.

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

Based on the needs expressed in the blue Emergency Contact cards, the parent coordinator survey, the ATS RAPL and RHLA reports and the Home Language Survey, families will receive, via standard mail, translated copies of the Bill of Parent Rights and Responsibilities. Information in those languages will also be posted in the Main Office and will include instructions for requesting and obtaining translation services.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Sth Bx Academy Applied Media	DBN: 07X296
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: # of content area teachers:

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 February through June, 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 approximately 15 long terms 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 2012 NYSESLAT and have been in ESL for over 5 years. 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

Part B: Direct Instruction Supplemental Program Information

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.

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 2012 NYS ELA and Math scores and the 2012 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

2 | Page

Part B: Direct Instruction Supplemental Program Information

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

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: An 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 in take place in February 2012. 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 March 2012. Administrative staff, classroom teachers and related service providers are invited.

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

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

Part D: Parental Engagement Activities

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 2013)

ELLs and test-taking strategies (March 2013)

Immigration/Citizenship in New York City (April 2013)

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: \$12200

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"> • Per session • Per diem 	\$6,418.56	Saturday Preparatory Academy 7 sessions x 3.5 hours x 3 teachers @ \$50.19 = \$3688.97 30 hours x 1 supervisor @ \$52.52 = \$1,575.60 Multicultural Club 20 sessions x 1 hour x 1 teacher @

Part E: Budget

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

Allocation Amount: \$12200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>\$50.19 = \$1,003.8</p> <p>Parent Workshop 3 sessions x 1 hour x 1 teacher @</p> <p>\$50.19 = \$150.19</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p>\$5,781.44</p>	<p>SATURDAY ACADEMY</p> <p>-Strategic Reading Guides (such as Strategies for Understanding Nonfiction and Responding to Literature for Grades 4-8) - \$350</p> <p>- Instructional Test Preparation Materials (such as Getting Ready for the NYSESLAT and Beyond and Achieving on the NYSESLAT) - \$350</p> <p>- MULTICULTURAL CLUB</p> <ul style="list-style-type: none"> • English/Spanish multicultural curriculum – Santillana’s Stories to Celebrate <p>15 sets @ \$260.45 each = \$3906.75</p> <ul style="list-style-type: none"> • Digital recorders <p>4 recorders @ \$50 each= \$200</p>

Part E: Budget

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

Allocation Amount: \$12200

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"> • Headphones 4 headphones @ \$20 each = \$80 • Passport to the World Activity Kit 1 set @ \$25 each = \$25 • Multicultural Art Projects Class Pack 1 set @ \$67 each = \$67 • Multicultural Markers 5 packs @ \$5 each = \$25 • Other materials (construction paper, copy paper, pens, sheet protectors, crayons, markers, pencils, scissors, glue/tape) = \$357.69 • TRIPS to cultural institutions, such as Metropolitan Museum of Art \$20 admission fee x (10 scholars + 1 teachers) = \$220 <p>BOTH PROGRAMS</p> <ul style="list-style-type: none"> • Dictionaries \$200
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$12200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL	\$12,200	