

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

07X296

School Name:

SOUTH BRONX ACADEMY FOR APPLIED MEDIA

Principal:

ROSHONE AULT LEE

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Intermediate School Number (DBN): 07X296
School Type: Middle School Grades Served: 6-8
School Address: 778 Forest Avenue
Phone Number: 718-401-0059 Fax: 718-401-0577
School Contact Person: Josephine Inzano Email Address: jinzano@schools.nyc.gov
Principal: Roshone Ault Lee
UFT Chapter Leader: James Council
Parents' Association President: Martha Guzman
SLT Chairperson: Crystal Oliver-Bunche
Student Representative(s): NA

District Information

District: 07 Superintendent: Yolanda Torres
Superintendent's Office Address: 501 Courtlandt Avenue Bronx, NY 10451
Superintendent's Email Address: Ytorres5@schools.nyc.gov
Phone Number: 718-742-6500 Fax: 718-742-6548

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Walter O'Brien
Network Number: 534 Network Leader: Ben Wexman

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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 Oliver-Bunche	Member/ Chair	
Charlton Harry	Member/ UFT	
Eboni Kirkland	Member/ Parent	
Lynda Baker	Member/ Parent	
Yolanda Molina	Member/ Parent	
Anita Hines	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- a) Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- b) School strengths, accomplishments, and challenges.
- c) The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The South Bronx Academy for Applied Media (SBAAM) is committed to providing a quality education in a small, safe, disciplined and caring environment where scholars and adults are meaningfully engaged in learning. Our entire learning community promotes logical and creative thinking and caters to all developmental levels. The curriculum design and instructional practices help scholars to connect academic learning to applied learning in the real world. Upon graduation, scholars will be academically prepared to make informed decisions about their roles in our changing society, and they will be equipped to meet the challenges of higher education, careers and life.

Our collaborative partners include Partnership with Children, Good Shepherd Services, Girl Scouts for Greater New York, St. Barnabas Hospital, Teachers College Columbia University, Syracuse University, City University of New York (CUNY), Big Brothers Big Sisters of New York City, Multicultural Music Group, Institute of Play, Teachers and Writers Collaborative, Project Building Options and Opportunities for Children (Project BOOST) and Lincoln Center Education.

We are proud to be a part of the following initiatives: NYC Summer Quest, Middle School Quality Initiative (MSQI), MS ExTRA and Arts in the Middle. Our strengths lie in our strategic collaborations. Our Summer Quest initiative has addressed summer learning loss and has provided a stimulating academic and social environment for scholars on all grade levels. Similarly, we have witnessed an elevated appreciation for reading and discussing books since we have implemented strategic reading periods in every grade as a part of the Middle School Quality Initiative. Furthermore, we have experienced favorable results with our MS ExTRA extended day program. Based on staff feedback, the former grade 6 scholars have entered the 7th grade with excellent study habits and an increased level of maturity and responsibility. Finally, as a participating school in Arts in the Middle and our partnership with Lincoln Center Education, we are able to enhance arts experiences for scholars, families and staff.

One of our biggest challenges is the low number of proficient students in English Language Arts and Mathematics. Our teaching staff can successfully enable scholars to move from a level 1 to a level 2, but we need to improve the number of scholars that attain proficiency. In addition, as a school community we need to improve on synthesizing scholar data and devising next steps to address deficit skills. We firmly believe that more focus in this area will yield higher levels of scholar proficiency.

We have made the most growth in the following areas: (1) Substantial progress closing the achievement gap for scholars in the lowest third; (2) Increased progress closing the achievement gap for students with disabilities; (3) Increased course pass rates for students passing content area classes.

Our key areas of focus for this school year include but are not limited to: (1) Integrating literacy across the curriculum; (2) Scholar questioning and discussion techniques; (3) Refining scholar reading habits and developing reading comprehension skills; (4) Preparing scholars for higher education, careers and life using the Leader in Me program.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths (As evidenced by 2013-2014 Learning Environment Survey)

- 93% of students indicated that teachers help them reflect on their strengths and they learn areas that they can improve in.
- 83% of teachers were rated effective as measured by the teacher evaluation system.

Priority Need

- Only 3% of students are proficient in Mathematics as measured by the 2014 NYS Math Exam.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 in Mathematics levels 3 and 4 will increase from 3% to 9% as measured by the New York State Math exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<p>Scholars will receive additional math instruction during strategic reading (WIN periods) on a daily basis. CMP3 Curriculum will be utilized.</p> <p>ST Math – MIND Research Institute will be used for targeted instruction for ELL scholars and scholars in the lowest third.</p> <p>Math Family Workshops will be offered from March – May to help families support their children with the mathematics content.</p>	English language learners, Students with disabilities, General Education Students	September 2014 – June 2015	Teachers are responsible for instruction; Administrators and math coach is responsible for oversight.
Scholars will be invited to participate in Saturday Preparatory Academy program.	Levels 1 & 2 students	December 2014 –	Assistant Principal

		March 2015	
Teachers will engage in professional learning opportunities focused on scholar engagement, critical thinking and differentiation.	Content area teachers	September 2014- June 2015	Administrators; MSQI literacy coach
Teacher leaders will refine curriculum maps and ensure alignment to Common Core standards.	Teacher leaders	September 2014 – June 2015	Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers to deliver instruction during Saturday Preparatory Academy; Teaching materials that address the needs of varying reading and math levels for scholars.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Not Applicable

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

March 31, 2015 – Analysis of Midwinter Assessment – We will know that we have made progress towards our goal if at least 6% of students perform at a level 3 or 4 as measured by the midwinter mathematics assessment.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths (As evidenced by 2013-2014 Learning Environment Survey)

- 95% of students indicated that teaching staff at the school help them approach challenges by suggesting new strategies they can use.
- 85% of students feel that the school offers enough variety of programs, classes, and activities to keep them interested in school.
- 82% of students reported that they feel safe in classes.

Priority Need

After reviewing our 2013-2014 Learning Environment Survey data and our Middle School Quality Snapshot, we noticed that only 55% of students indicated that most students at the school treat each other with respect.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 85% of students will acknowledge that most students at the school treat each other with respect as evidenced by the Learning Environment Survey results.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
<p>Implementation of Leader in Me program – 7 Habits of Highly Effective Teens – A research-based character education program. Scholars will receive instruction via advisory classes. English language learners and scholars with disabilities are integrated into advisory classes.</p> <p>Families will be invited to participate in Annual College and Career Week as guest speakers. All parent/guardian participants will</p>	All students	September 2014- June 2015	Lighthouse Team

receive certificates and will be recognized at our end of year awards ceremony.			
Restructure Scholar Government Association	SGA scholar representatives per grade	October 2014- June 2015	Administrative Cabinet
Scholar Respect for All Forums	Individual classes	September 2014- June 2015	Partnership with Children

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Leader in Me curriculum and staff resources, Advisors and class period allocated to implementation.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Not Applicable.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

March 12, 2015 – We will administer an internal school survey focused on respect and lesson learns from advisory classes. We will know that we are making progress towards the goal if at least 70% of scholars indicate that most students at the school treat each other with respect.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths (As evidenced by 2013-2014 Learning Environment Survey)

- 95% of students strongly agree or agree that teaching staff at the school help them approach challenges by suggesting new strategies that they can use.
- 87% of teachers strongly agree or agree that teachers at the school use multiple forms of student achievement data to improve instructional outcomes.

Priority Need

After reviewing our 2013-2014 Learning Environment Survey data, we noticed that only 62% of students indicated that teachers make them excited about learning.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of students will indicate that teachers make them excited about learning as evidenced by the 2014-2015 Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
<p>Academic Celebration weeks will be assigned in all subject areas. English language learners and scholars with disabilities will be receive additional support from ESL, Special Education and SETSS teachers to prepare for academic celebrations.</p> <p>Families will receive advanced notice to attend and participate in academic celebrations with their child. Scholars will receive “scholar dollars” to be used towards school activities when their parent/guardian comes to any celebration.</p>	All scholars	September 2014 – June 2015	Administrators, teachers, coaches

Implementation of school wide academic competitions	All scholars	September 2014- June 2015	Administrators and Grade Team Leaders
Creation and monitoring of School Wide Professional Learning calendar	Professional Learning Committee	September 2014 – June 2015	Professional Learning Committee

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Monday Professional Learning opportunities, scheduled inter-visitations and lab sites, Peer Instructional Coaches, Demonstration teachers

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Not Applicable

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

March 12, 2015 – We will administer an internal school survey focused on student engagement and the way teachers make them feel about learning. We will know that we are making progress towards the goal if at least 70% of scholars indicate that their teachers make them feel excited about learning.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths (As evidenced by 2013-2014 Learning Environment Survey)

- 90% of teachers strongly agree or agree that the principal communicates a clear vision for the school.
- 87% of teachers strongly agree or agree that school leaders place a high priority on the quality of teaching.

Priority Need

After reviewing our 2013-2014 Learning Environment Survey data, we noticed that only 63% of teachers indicated that the school does a good job teaching students the social and emotional skills needed to succeed in and be prepared for the next grade level.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 85% of teacher will indicated that the school does a good job teaching students the social and emotional skills needed to succeed in and be prepared for the next grade level as evidenced by the 2014-2015 learning environment survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Partnership with Children and Good Shepherd Services, school CBO partnerships will provide teachers with professional development opportunities related to social emotional learning. Partnership with Children will collaborate with teachers on a cycle basis to implement lessons related to social and emotional skills using the Leader in Me process and Guided Discipline approaches. Scholars will be identified for at-risk counseling based on teacher recommendations and analysis of online occurrence data.	Teacher teams	September 2014- June 2015	Administration, Partnership with Children, Good Shepherd Services

Partnership with Children and Good Shepherd Services will host a series of family workshops and events related to reinforcing social and emotional skills at home.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Danielson Framework

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

NA

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

Teachers will take a simulated learning environment survey in January 2015. We will know that we are making progress towards our goal if at least 70% of teachers indicate that the school does a good job teaching students the social and emotional skills needed to succeed in and be prepared for the next grade level.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths (As evidenced by 2013-2014 Learning Environment Survey)

- 95% of families strongly agree or agree that the school has high expectations for their child.
- 93% of families strongly agree or agree that the school makes them feel welcomed.
- 92% of families strongly agree or agree that the school is responsive to parent feedback.

Priority Need

After reviewing our 2013-2014 Learning Environment Survey data, we noticed that only 84% of families indicated that they are satisfied with the educational planning and IEP development process at the school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of families will indicate that they are satisfied with the educational planning and IEP development progress at the school.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Workshops will be conducted on the following topics: IEP development, Career Exploration, 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 and Family Science Night. IEP Coordinator and ESL teacher will provide monthly workshops related to IEP development for special needs students. IEP Coordinator will facilitate weekly PD opportunities for teachers	All families	September 2014 – June 2015	PTA, School Leadership Team, Parent Coordinator, IEP Coordinator Partnership with Children, Guidance Counselor.

related to IEP development.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Staff member and family participation to organize events; building permits.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Not Applicable

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

In April 2015, we will administer an internal school survey to our families. As evidenced by the survey results, at least 88% of families will indicate that they are satisfied with the educational planning and IEP development progress at the school.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Analysis of DRP results; State Exam scores	Strategic reading, Saturday Preparatory Academy	Small Group	During the school day; Saturdays
Mathematics	State Exam Scores	Saturday Preparatory Academy	Small Group	Saturdays
Science	Course Grade Results	Science Plus Exploratory Program	Small Group	Extended Day
Social Studies	Course Grade Results	Global Scholars	Small Group	Extended Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referrals; Family referrals; Scholar request	Partnership with Children	One-to-one at risk counseling; small group sessions; tutoring	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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.

2b. 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 to plan curriculum and to also analyze scholar data. Administrators and coaches work with teachers during these allotted time periods. Furthermore, teacher mentors collaborate with first and second year teachers on a regular basis.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not Applicable

3b. TA Coordination with the Regular Program

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

Not Applicable

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Not Applicable

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The Instructional Leadership Team meets on a weekly basis to identify and discuss multiple and common assessment measures. The team devises a school wide assessment calendar and revisits it on a regularly to ensure that scholars are not over tested. The ILT also factors in dates for teachers to score and analyze assessments within their content area teams. During common planning meetings, teacher teams collectively determine assessments to be administered to scholars.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$322,950	X	Pgs. 9 & 17
Title I School Improvement 1003(a)	Federal	NA	NA	NA
Title I Priority and Focus School Improvement Funds	Federal	NA	NA	NA
Title II, Part A	Federal	NA	NA	NA
Title III, Part A	Federal	\$11,200	X	Pg. 9

Title III, Immigrant	Federal	NA	NA	NA
Tax Levy (FSF)	Local	\$2,184,992	X	Pgs. 9, 11, 13, 15 & 17

¹Explanation/Background:

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

[School name], 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	17	3	6	17	0	9	12	0	6	46

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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	
	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	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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 [AMAQ 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. [①](#)

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.

Part V: ELL Programming

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 interpersonal 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
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

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

	Beginning	Intermediate	Advanced
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)?

- 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: MS296	DBN: 07X296
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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
Total # of ELLs to be served: 47
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 11
of certified ESL/Bilingual teachers: 1
of content area teachers: 10

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 YorkCoach 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 on the 2014 NYSESLAT and have been in ESL for over 5 years. Scholars will read and analyze a variety of

Part B: Direct Instruction Supplemental Program Information

multicultural texts. The ESL teacher will use the "Stories to Celebrate" collection by Almar Flor Ada and F. Isabel Campoy as the main curriculum of the Multicultural Club. Additional resources will be used to supplement this curriculum, such as dictionaries, manipulatives (picture cards), and general instructional supplies (chart paper, markers, notebooks, pencils, construction paper, scissors, markers). The end product of this program is a pop-up book that each scholar will create to their own multicultural stories and poems and the literary elements traditionally used in many such texts. Scholars will participate in two instructional trips to cultural institutions, such as the Museum of African Art, so that they further explore themes related to the curriculum of this program. These themes include race, immigration, cultural identity, and many more.

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 2014 NYS ELA and Math scores and the 2014 NYSESLAT scores, many ELLs performed poorly in the reading and writing modalities of the NYSESLAT, as well as the ELA and Math exams. These program offerings provide the opportunity for scholars to grow academically, particularly with respect to the development of the scholar's mathematical skills and English-language acquisition in all four modalities (speaking, listening, reading, and writing). Additionally, these programs will prepare scholars for state exams (ELA, Math, and NYSESLAT). Strategies will be utilized to encourage familiarity with idiomatic expressions, language that is appropriate to social situations, reinforcement of terms used in content area instruction, and active participation in the four strands of language acquisition (listening, speaking, reading and writing with a focus on reading and writing). Scholars will be engaged in a variety of activities, such as literature-based writing activities, opportunities to practice in authentic conversational situations and writing tasks, and opportunities to improve math skills with regard to word problems in an English setting.

Part C: Professional Development

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

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

Begin description here:

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 2015. 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 2015. Administrative staff, classroom teachers and related service providers are invited.
3. ELLs and the Common Core Standards (January 2015, 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

Part D: Parental Engagement Activities

Begin description here:

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

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

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

- How to foster English language development at home (February 2015)
- ELLs and test-taking strategies (March 2015)
- Immigration/Citizenship in New York City (April 2015)

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

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: <u>\$12200</u>		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		20 sessions x 1 hour x 1 teacher @ \$50.19 = \$1,003.8 Parent Workshop 3 sessions x 1 hour x 1 teacher @ \$50.19 = \$150.19
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	SATURDAY ACADEMY -Strategic Reading Guides (such as Strategies for Understanding Nonfiction and Responding to Literature for Grades 4-8) - \$350 - Instructional Test Preparation Materials (such as Getting Ready for the NYSESLAT and Beyond and Achieving on the NYSESLAT) - \$655 MULTICULTURAL CLUB <ul style="list-style-type: none"> English/Spanish multicultural curriculum – Santillana’s Stories to Celebrate

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.
		15 sets @ \$260.45 each = \$3906.75 <ul style="list-style-type: none">• TRIPS to cultural institutions, such as Metropolitan Museum of Art \$20 admission fee x (10 scholars + 1 teachers) = \$220 BOTH PROGRAMS <ul style="list-style-type: none">• Dictionaries \$200• Spanish/English Glossaries \$449.69
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	12,200	_____