



**ACADEMY FOR CAREERS IN TELEVISION & FILM**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 30Q301**

**ADDRESS: 36-41 28<sup>TH</sup> STREET LIC, NY, 11106**

**TELEPHONE: (718) 472-0536**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 30Q301      **SCHOOL NAME:** Academy for Careers in TV & Film

**SCHOOL ADDRESS:** 36-41 28<sup>th</sup> Street, LIC, NY 11106

**SCHOOL TELEPHONE:** (718) 472-0536      **FAX:** (728) 472-0490

**SCHOOL CONTACT PERSON:** Mark Dunetz      **EMAIL ADDRESS:** mdunetz@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Maria Christodoulou

**PRINCIPAL:** Mark Dunetz

**UFT CHAPTER LEADER:** Charles Healy

**PARENTS' ASSOCIATION PRESIDENT:** Maria Christodoulou

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Maya Burns / Paula Jenkins

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 30      **CHILDREN FIRST NETWORK (CFN):** DSSI Cluster 05 (New Visions)

**NETWORK LEADER:** Derrick Smith

**SUPERINTENDENT:** Juan Mendez

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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### **History and Context**

Every year in New York City, film and television production generates over \$5 billion and supports an estimated 100,000 jobs. Four years ago, members of the New York Production Alliance (NYPA), an industry advocacy organization, approached New Visions for Public Schools with an idea for a high school in western Queens that would connect students to industry employment opportunities. In April 2007, a team of industry professionals and educators began to define how private industry and public education could collaborate to support a small and rigorous Career and Technical Education (CTE) high school. The Academy for Careers in Television and Film (ACTvF) is unique in providing students with meaningful entry points into a range of career paths, including a variety of "below-the-line" positions almost entirely neglected by existing programs. The school partners include a cross section of the industry including owners of New York's major studios, producers and directors, unions and guilds, and scores of other industry businesses and organizations. Through these partnerships, students benefit from unprecedented opportunities to work alongside industry professionals and gain valuable experience to support their career and academic aspirations.

### **Mission**

The Academy for Careers in Television and Film exists to provide a bridge to higher education and meaningful preparation for careers in television and film production. Through customized academic programs and personalized instruction, students at ACTvF acquire the prerequisite skills and knowledge to successfully transition into competitive four-year colleges. Industry internships and hands-on experiences allow ACTvF students to develop the technical skills and work habits necessary to successfully pursue careers in production. At ACTvF, staff and members of industry partner organizations work closely with students to ensure that every graduate has a well-developed post-secondary plan and the means to pursue it.

### **Design**

In order to reach its goals, ACTvF is organized to provide teachers with extended instructional periods and reduced caseloads so that highly targeted instruction can be provided to students. In addition, teacher programs are designed to provide sufficient time for subject area teams, departments, grade level teams, and the full staff to collaborate closely ensuring that curriculum is coherent and intentionally structured to support organizational goals. A robust advisory system ensures that each student's social and academic needs are being attended to and the extensive use of a variety of computer-based systems puts a wide range of student data in the hands of all members of the faculty. ACTvF is intentionally an inclusive institution which accepts students on the basis of expressed interest in the program, rather than on past academic performance, and the structures and policies which have been put in place are designed to ensure that 100% of this diverse group of students graduates in four years prepared for post-secondary studies and to pursue employment.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Total				(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*  
 \*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 \*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

At the end of its second year of operation, the administration and faculty at ACTvF conducted an extensive review of every major metric of student performance. The picture that emerged from this review is one of a school that has outperformed its peers on most key metrics and has laid the groundwork for sustained improvement in coming years. The following represent the school's most significant achievements:

- Parents, teachers and students ranked ACTvF #1 in Communication, Academic Expectations, and Engagement, and #9 in Safety and Respect out of the more than 300 regular public high schools in NYC with which it is compared on the Learning Environment Surveys.
- Average daily attendance at ACTvF for 2008-2009 was 93.5%, the highest of any unscreened NYC public high school. While the trend citywide is for student attendance to decline at the high school level, an analysis demonstrated that ACTvF students outperform their own 8th grade attendance by an average of 2 percentage points.
- 92% of the first 9th grade class and 95.9% of the 10<sup>th</sup> grade class earned 11 or more credits during the 2009-10 school year.
- Over 90% of the class of 2012 (the school's first graduating class) have already passed the three Regents exams for which they have sat (Living Environment, Integrated Algebra, and Global History).
- All teachers and students utilize Google Docs as an online repository of their written work and a collaborative platform for writing instruction. Over 4000 student generated documents along with teacher feedback reside in online portfolios accessible to all faculty members.
- 11<sup>th</sup> grade specialized courses in post-production, production crew, and screenwriting / directing have been designed around a project based learning approach which will extensively utilize a newly constructed 4000 sq.ft. soundstage housed at ACTvF.

The first challenge facing ACTvF is to sustain the high levels of achievement as the organization grows in size and complexity. Over the course of the 2009-10 school year, practices established in year one were refined and formalized. During the current school year, members of the faculty will be tasked with taking on more formal leadership responsibilities as departmental facilitators and as committee chairs. This will allow the organization to continue to attend to multiple priorities without sacrificing the high levels of precision and responsiveness that ACTvF's students and their families have come to expect.

A second challenge will be preparing students for the English Language Arts and United States History and Government Regents exams. If ACTvF is to realize its goals around career preparation, it will be essential for NYS Regents exam requirements to be completed prior to 12<sup>th</sup> grade. The revised 8<sup>th</sup> grade NYS ELA and mathematics exams demonstrate the challenge facing the school – approximately 70% of incoming students score below grade level.

A final challenge is to maintain similar rates of credit accumulation and to ensure that over 90% of students continue to be on track for graduation by the end of each school year. The central structure for ensuring that those students most at risk of falling behind in academic coursework or underperforming on class assessments is advisor. Each student in the school is assigned to an advisor and every member of the pedagogical team facilitates an advisory. In order to ensure that over 30 advisors consistently monitor academic progress, develop strategies to address emergent

issues, and enlist the support of families, data systems and the expectations and practices for using them have to constantly evolve. Developing these systems and institutionalizing the practices around their use is a challenge and the school's ability to meet this challenge will directly determine the success in addressing the larger challenge of maintaining high rates of credit accumulation.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### **Goal #1**

By June 2011, 70% of 9<sup>th</sup> graders will have taken the Integrated Algebra Regents examination and passed with a minimum grade of 65. This represents a 12 point gain over the 58% of 9<sup>th</sup> graders who passed in June 2010.

### **Goal #2**

By June 2011, at least 90% of 9, 10, and 11<sup>th</sup> graders will have earned at least 10 credits.

### **Goal #3**

Average daily attendance for the 2010-11 school year will be at least 92.5%.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 70% of 9<sup>th</sup> graders will have taken the Integrated Algebra Regents examination and passed with a minimum grade of 65. This represents a 12 point gain over the 58% of 9<sup>th</sup> graders who passed in June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• A major curricular revision will be enacted. The centerpiece of this revision is the replacement of a supplemental program College Preparatory Mathematics with a text that takes a more explicit approach to the teaching of pre-algebra skills.</li> <li>• A more comprehensive diagnostic will be administered to all 9<sup>th</sup> graders in the first month of school and the results of this will be used to program those students who are most at risk in a mandatory extended day program for skills instruction.</li> <li>• Three-hour Saturday preparatory sessions will be organized in the lead up to the June administration of the Integrated Algebra Regents.</li> <li>• After school academic intervention services will be made available every day and students will be required by classroom teachers to attend where needs are identified.</li> <li>• Teachers on the Integrated Algebra team will meet at minimum once weekly to review student progress, revise lessons, and share expertise. This will be overseen by the AP Mathematics.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Approximately \$12,000 will be allocated to the purchase of new textbooks to support all mathematics courses in a consistent manner.</li> <li>• Common planning time will allow all teachers of Integrated Algebra to meet with the supervising assistant principal to plan and revise curriculum and lessons in light of ongoing periodic assessment data.</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Improved student performance on Regents classroom assessments which are similar in content and form to the Integrated Algebra Regents exam. These assessments will be administered every 2 to 3 weeks.</li> <li>• Broad and meaningful student participating evident during formal and informal observations of mathematics classes.</li> <li>• Steady improvement on periodic assessments.</li> <li>• Mock Regents exams will be administered three times prior to the June Regents. These will be scheduled in January, March and May. It is expected that student scaled scores will increase by 8 percentage points on average between each administration of the mock exams.</li> </ul>
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**Subject/Area (where relevant):** All Subjects

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, at least 90% of 9, 10, and 11<sup>th</sup> graders will have earned at least 10 credits.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• The school uses Edline, a web-based portal for maintaining and communicating data on academic performance to students and families.</li> <li>• An internal school database maintains records of communication between the school and students' homes and provides access to teacher-generated narrative reports on student progress and achievement.</li> <li>• Four sets of narrative reports will be generated annually in order to communicate critical information on student progress in core academic classes to students and families.</li> <li>• Teachers of core classes will meet in departmental teams on a weekly basis to plan curriculum and lessons and to make modifications to meet the needs of struggling students.</li> <li>• Tutoring in all core classes will be provided after school for struggling students.</li> <li>• Credit recovery courses will be offered as an extended day program in the spring for students who fail courses in the fall.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Additional teachers have been hired to allow for all faculty members to teach one advisory class.</li> <li>• All teachers have dedicated laptops which are used for accessing data on their advisees.</li> <li>• All teachers are training in the use of the school's extensive data systems during weekly PD sessions.</li> <li>• Advisory is scheduled to meet four times per week.</li> </ul>



**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Bi-monthly reports on the number of students failing classes will be made accessible to advisors.
- Current grade averages in all academic subject areas will be made electronically available on an ongoing basis to all advisors.
- HSST reports on credit accumulation with detailed scholarship reports disaggregated by subgroups, subject areas, grade level and teacher will be run at the end of each semester and shared with faculty.



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	40	45	25	20	15	2	15	5
10	30	35	25	20	15	0	15	4
11	30	35	25	20	15	1	15	7
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Students are tutored in groups by teachers after school. The focus of intervention is on foundational writing and reading skills with a particular emphasis on expository writing. Judith Hochman’s work on teaching expository writing is used as a foundation for interventions.
<b>Mathematics:</b>	Students are tutored in groups by teachers after school. The intervention involves review and supplemental instruction of topics addressed in curriculum that students struggle with. In addition, there is an emphasis on the re-teaching of pre-Algebra skills which struggling students have yet to master.
<b>Science:</b>	Students are provided with supplementary instruction during lunch and after school both individually and in small groups.
<b>Social Studies:</b>	Students are tutored in groups by teachers after school. The intervention involves review and supplemental instruction of topics addressed in curriculum.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Guidance services are provided by the school social worker.
<b>At-risk Services Provided by the School Psychologist:</b>	Guidance services are provided by the school social worker.
<b>At-risk Services Provided by the Social Worker:</b>	Students meet with the social worker on an as needed basis. Faculty and administration regularly consult with the social worker to discuss which students are in need of guidance interventions and the social worker takes responsibility for scheduling and conducting counseling sessions during the regular school day.
<b>At-risk Health-related Services:</b>	Health related services are provided to students through outside providers of speech, occupational therapy, and physical therapy.

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

*NCLB/SED requirement for all schools*

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

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

**This school received no Title III funding for the 2010-11 school year.**

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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1. ACTvF has determined its written and oral translation needs by interviews of parents conducted by bilingual advisors / school staff at summer orientation, data in ATS, and interviews with students.
2. 73 families whose children currently attend ACTvF cannot communicate in English and require Spanish translation. This information is collected during summer orientation for families and students from each family on hard copies of our emergency contact form. The data is then entered into a secure electronic data base which is accessible to faculty. There are no other languages widely spoke by non-English speaking parents. Faculty was informed of these findings during Wednesday faculty meetings.

#### **Part B: Strategies and Activities**

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1. Written documents are translated into Spanish when necessary by school staff. Over 15% of the school staff is fluent in Spanish.
2. Faculty members act as translators for non-English speaking parents at school events and parent teacher conferences.
3. The Bill of Parents Rights and Responsibilities will be distributed at a PTA meeting. A notice at the main entrance to the campus alerts parents to the availability of translation services.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	173,130	9471	182,601
2. Enter the anticipated 1% set-aside for Parent Involvement:	1731	95	1826
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10288	*	10288
4. Enter the anticipated 10% set-aside for Professional Development:	20576	*	20576

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Parental Involvement Policy for the Academy for Careers in Television & Film:**

**I. General Expectations**

Academy for Careers in Television & Film agrees to implement the following statutory requirements:

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

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. Academy for Careers in Television & Film will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Parents will attend monthly PTA meetings
  - Parents will be invited to the school for a variety of events showing off student work.
  
1. Academy for Careers in Television & Film will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - School Leadership Team members will conduct an annual walk through

- Members of the SLT and PTA will participate in the planning for the Quality Review.
1. Academy for Careers in Television & Film will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
    - Maintaining an accurate database of contact information for parents who consent to this being shared with other parents.
    - Providing computers and space within the building for the planning of events.
  1. Academy for Careers in Television & Film will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  2. Academy for Careers in Television & Film will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
    - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
      - i. the State's academic content standards
      - ii. the State's student academic achievement standards
      - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
    - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
      - Training will take place for parents on the use of the Edline web portal.
      - Information will be provided at PTA meeting regarding the Study Island system so that students can access Regents prep materials from home or another location with an internet connected computer.
  - a. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- The school social worker in conjunction with New Visions Parent Engagement team will provide guidance to faculty members to effectively work with parents. This training will take place during weekly faculty meetings.
  - a. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - Materials will be sent home with students, mailed to homes, and sent via email.

### **III. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by conversations with the PTA executive board. This policy was adopted by the Academy for Careers in Television on 11/1/10 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 11/15/09.

#### **School-Parent Compact for The Academy for Careers in Television & Film:**

Academy for Careers in Television & Film, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

### **Required School-Parent Compact Provisions**

#### School Responsibilities

Academy for Careers in Television & Film will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Curriculum is developed by subject area teams under the close guidance of administrators. Each course has a web based syllabus which can be accessed by parents and students.
  - Curriculum is continuously refined through meetings of faculty members and in light of student performance to ensure progress towards the achievement of state standards.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - Parent teacher conferences at ACTvF are scheduled as 20 minute appointments between a student's advisor, the student, and any members of the students family who wish to attend. These are scheduled for 11/16, 11/17, 2/3, 2/4, 3/31, 4/1, 6/23, 6/24.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - All parents have access to all grades in almost real time through the Internet Portal Edline.
  - Mid-semester and end of semester reports provided to parents include narrative descriptions of students' performance in all classes. Accompanying these reports are print outs of all grades assigned and detailed information regarding how final averages were calculated.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Every staff member has an email address at the school domain.
  - Phone messages left at the main office will be delivered to staff members in a timely manner.
  - Staff members will be available to meet before, after and during preparatory periods.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - Parents interested in observing a child's classes can contact their child's advisor who will inform administration of the request and respond to them with a schedule in a timely manner.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

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

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

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

1. A comprehensive needs assessment of ACTvF was conducted leading to the conclusion that students were performing at high levels and the major challenges facing the faculty and administration would involve the maintenance and gradual refining of these high levels of achievement as the institution grows in size and complexity.
2. All resources at ACTvF are organized around the twin goals of college and career readiness. The school has invested heavily in a talented and energetic group of teachers who have “caseloads” of no more than 100 students. In high stakes classes, the overall caseload is reduced even further allowing highly individualized attention. Opportunities for academic enrichment, remediation, and deeper participation in career preparatory programs are provided through an extensive after school program. A full time social worker oversees an ambitious advisory program which allows for the close monitoring and support of potentially at risk students (those with disabilities, who do not speak English as a native language, who have weak academic skills, and who have histories of disruptive behavior or truancy). Where there is evidence that a student is not moving towards on time graduation and college and career readiness, meetings are scheduled immediately with the student’s advisor, parents, other faculty members with which he or she is working so that an action plan can be developed. Patterns of student achievement are monitored closely by the principal, assistant principal, social worker and grade level teams and resources are shifted quickly and efficiently to address emergent problems before they become entrenched patterns of failure.
3. The creation of teacher programs at ACTvF was carefully designed to ensure that classes were being taught by high-qualified faculty members. Where teachers were not highly qualified, the administration worked closely with impacted staff to develop a plan to quickly and effectively remediate deficiencies.
4. Common planning time during the school day and a weekly 2-hour faculty meeting provided extensive time for professional development to take place. Topics for professional development are generated from an analysis of student performance and informal and formal observations of classroom teaching. Supporting the development of effective expository writing skills of students across the curriculum was identified as a schoolwide focus will be the subject of a year-long inquiry process. This work is supported by a facilitator assigned to the school from New Visions for Public Schools.
5. In order to attract high-quality highly qualified teachers to ACTvF, an aggressive recruiting campaign is conducted each year involving the extensive support of New Visions for Public Schools, the school’s educational partner. Members of the hiring team attend all major recruitment fairs. In addition, an open house for interested educators is organized at the school to cast a wide net and provide for the involvement of students, families and faculty members in the hiring process. Approximately 12 candidates were interviewed for each of 14 vacancies during the 2008-09 school year. The top 3 candidates for each position were invited to teach a demonstration lesson.
6. A wide range of workshops take place during PTA meetings including ones that introduce families to different computer applications.
7. Faculty professional development takes place weekly. A ongoing topic of professional development during the 2008-09 school year was “using assessment data to drive instruction.” The electronic gradebook system which all teachers use at ACTvF provided a basis for and in depth analysis of the assessment taking place in each classroom and for the refining of assessment practices for consistency, alignment to state standards, and relevance to institutional goals of college and career readiness.

8. The academic program at ACTvF is highly coordinated with the Career and Technical education programs in television and film production which are at the heart of the school. Curricula in CTE and non-CTE courses have been intentionally designed to complement each other.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

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

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

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

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X				X	14-18, 21-22, 25-30
Title I, Part A (ARRA)	Federal	X				X	14-18, 21-22, 25-30
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal			X			

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local	X				X	14-18, 21-22, 25-30
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## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** In Good Standing                      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

We do not have any students currently in temporary housing.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Academy for Careers in Television and Film					
<b>District:</b>	30	<b>DBN:</b>	30Q301	<b>School</b>	343000011301	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			94.4	93.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	124	113	111				
Grade 10	0	106	100				
Grade 11	0	0	103				
Grade 12	0	0	0				
Ungraded	0	0	0				
<b>Total</b>	<b>124</b>	<b>219</b>	<b>314</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		98.4	97.2

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		75.8	72.1

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		1	1

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		3	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		17	48
# in Collaborative Team Teaching (CTT) Classes	11	24	28	Superintendent Suspensions		4	14
Number all others	7	10	18				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants		122	217

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Early College HS Program Participants</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	2007-08	2008-09	2009-10	
# in Transitional Bilingual Classes	0	0	TBD		0	0	

<b>Number of Staff - Includes all full-time staff:</b>							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	2	2	TBD	Number of Teachers		8	19
# ELLs with IEPs	0	3	TBD	Number of Administrators and Other Professionals		3	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals		0	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	3	% fully licensed & permanently assigned to this school		100.0	94.7
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		12.5	15.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		63.0	84.2
American Indian or Alaska Native	0.0	0.0	0.3	% core classes taught by "highly qualified" teachers		80.0	70.5
Black or African American	21.0	23.7	23.2				
Hispanic or Latino	50.0	50.2	52.2				
Asian or Native Hawaiian/Other Pacific	6.5	6.4	5.1				
White	18.5	17.4	18.8				
<b>Male</b>	48.4	53.0	52.5				
<b>Female</b>	51.6	47.0	47.5				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native				-	-	
Black or African American				-	-	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>3</b>	<b>3</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>New Visions</b>	District <b>30</b>	School Number <b>301</b>	School Name <b>Academy for Careers</b>
Principal <b>Mark Dunetz</b>	Assistant Principal <b>Edgar Rodriguez</b>		
Coach <b>Chip Healy</b>	Coach		
Teacher/Subject Area <b>Mariel Liebman, ESL/Italian</b>	Guidance Counselor <b>Sarah Cohen</b>		
Teacher/Subject Area <b>Jeremy Matuk, Social Studies</b>	Parent <b>Maria Christodoulou</b>		
Teacher/Subject Area <b>Lisa Miller, English</b>	Parent Coordinator <b>Nilsa Arboleda</b>		
Related Service Provider	Other		
Network Leader <b>New Visions</b>	Other		

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>318</b>	Total Number of ELLs	<b>12</b>	ELLs as Share of Total Student Population (%)	<b>3.77%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Upon entering school for the first time, parents/guardians are administered the HLIS by a licensed ESL teacher also proficient in Spanish, as well as a Mandarin translator if needed. If the home language is a language other than English, the ESL teacher continues with an informal interview and in-house placement exam in English. Within 10 days of arrival the student is then administered the official LAB-R exam. If this is not the student's first time in the country, he/she is given the in-house English placement exam only. Every spring, each ELL is evaluated using the New York State English as a Second Language Achievement Test administered by licensed ESL teacher Mariel Liebman.
2. During the initial interview, parents/guardians are shown Chancellor Joel Klein's DVD provided by the Office of Ells, informing them of all the possible program choices (Transitional Bilingual, Dual Language, and Free-Standing ESL) in their native language. It is explained that our school only offers a Free Standing ESL program. This information is also explained at all of our school open houses.
3. Parents/guardians are sent Entitlement Letters as soon as NYSESLAT scores are received. Since only a Free Standing ESL program is offered, there is no Program Selection form. These letters serve to inform the parent if the child has passed out of ESL or will continue to receive ESL services.
4. In order to ensure identified ELLs receive the appropriate services, they are given an in-house placement exam that tests all four modalities (reading, writing, listening and speaking). Parents and students are also interviewed in their native language if necessary. We use the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed.
5. Over the past 3 years in which the school has been open, parent requests have only been for a Free Standing ESL program.
6. The program model offered at our school is aligned with parent requests. In addition, because of the size of our ELL population, it is only possible to offer a Free Standing ESL program since there are not 20 students needed to create a Transitional Bilingual Program.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/>
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b>														0

(50%:50%)														
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										6	3	1		10
<b>Total</b>	0	0	0	0	0	0	0	0	0	6	3	1	0	10

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

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2	0	0	5	0	1	3	0	1	10
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>10</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

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

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	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										6	3	1		10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

## 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
Other														0
<b>TOTAL</b>	<b>0</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>10</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. Instruction:
  - a. Our school uses Push-In and Pull-Out models of instruction.
  - b. Our school uses heterogeneous grouping.
2. Our school has one certified and highly experienced ESL teacher who provides services to our small ELL population (10 students) through a combination of push-in and pull-out support. This instructional support is tailored to the individual needs of each learner and is equivalent in total minutes to state mandates for each level of English proficiency. In addition to direct instruction, we make extensive use of an electronic platform for student writing which allows for our ESL teacher to have real time access and provide timely support to ELLs in their writing across all content areas.
3. Over the past 2 years, our school has invested heavily in training content area teachers to be attentive to language development. This includes explicit instruction in subject area specific and general academic vocabulary, the scaffolded introduction of complex texts, and the use of native language knowledge to predict the meaning of words with common Latin roots. In order to support the development of more sophisticated structures in student writing, we have relied upon Judith Hochman's work which while designed for students with language related disabilities, provides meaningful entry points and powerful support for ELLs. In addition to these features of all content area classes, additional support is provided to beginning ELLs through supplementary and parallel native language reading materials.
4. Differentiation of Instructional Plan for ELLs
  - a. While we have no SIFE students at the current time, our small population of ELLs allows us to provide highly individualized support. Students with interrupted education would be provided with a robust set of native language literacy assessments to generate an accurate profile of their first language literacy skills. From this a program would be devised which while similar to that provided any newcomer at our school would pay particular attention to the unique challenges associated with developing literacy skills in a second language.

b. Our school has a strong track record with newcomers which is a result of intensive support. Newcomers are provided regular small group instruction with our ESL teacher more frequently than other groups. This instruction involves a systematic and sequenced introduction to the most critical vocabulary and grammatical structures in the English language. Because the teacher is working with on average 2 students during these small group sessions, they are highly targeted to the needs of our newcomers. Our newcomers receive test preparation for the Regents exams as part of their content areas classes and this is supplemented where needed with additional explanation and translations of content provided by our ELL teacher where necessary.

c. ELLs receiving service for 4 to 6 years receive a combination of push in and pull out support depending on their levels of skill. Services provided these students emphasize the vocabulary and grammatical structures found in non-fiction academic texts as this is the area in which these students struggle the most. Because of the small size of the ELL population at our school, these services are highly targeted. In addition, the ESL teacher monitors and supports student writing across the curriculum through an electronic portfolio system which serves as a repository of all major pieces of student written work.

d. The student in our school who have been eligible for ELL services for over 6 years are those whose reading and writing skills are weakest in our school. ESL services for these students are closely aligned with a wide range of robust academic intervention services provided to all struggling services at our school.

e. For students with special needs who are also eligible for ESL services, our special education department and ESL teacher collaborate closely. We have historically had almost no students in this situation and where we do have these students their challenges in meeting standards is a product of their disability rather than their level of English competence. For this reason, the special educators working with students in this situation takes the lead in designing an individualized educational program with the ESL teacher providing diagnostic support and consultation.

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

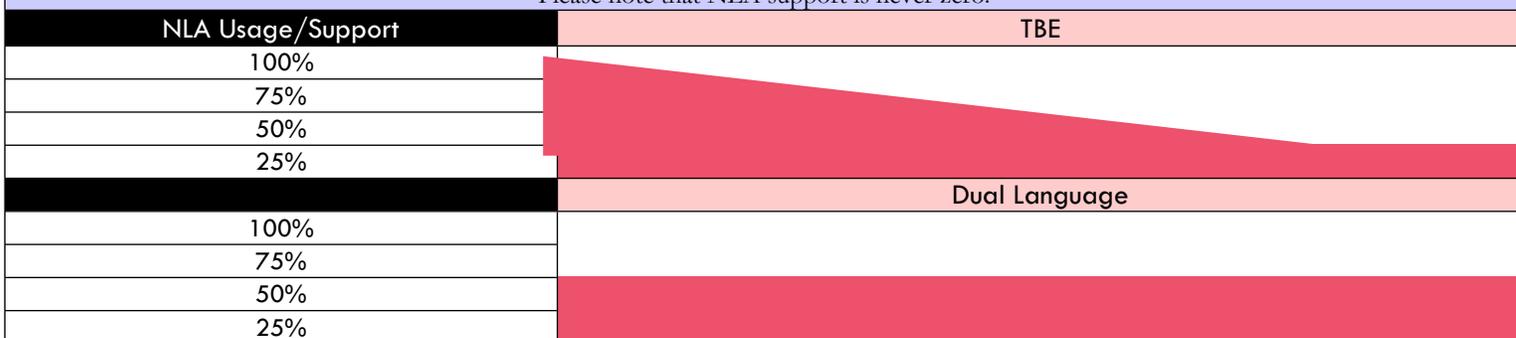
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Arts and Native Language Support**

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

## B. Programming and Scheduling Information--Continued

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

5. ELLs are offered targeted small group instruction in every academic subject area before and after school as well as during lunch time. While the primary language of instruction for these services is English, in some cases arrangements are made to pair Spanish speakers with instructors who are fluent in Spanish so that they can provide key explanations in the students native language where appropriate and facilitate the acquisition of vocabulary by highlighting Spanish - English cognates.

6. The progress of former ELLs is monitored both by our ESL teacher as well as by each students advisor who is aware of their former ELL status and works with students during advisory to support students in completing coursework and studying for assessments. The ESL teacher works to ensure that all advisors are familiar with a range of highly effective strategies for supporting former ELLs.

7. We have no plans to implement additional programs for the following school year or to make significant modifications to current structures. We instead will focus on strengthening the ability of all subject area teachers to support ELLs in their academic classes.

8. No programs will be discontinued for the coming school year.

9. Students at our school are offered a wide range of extracurricular activities including sports clubs and many opportunities to become more deeply involved with producing video content. All activities are accessible to ELLs and we closely monitor to ensure that ELLs participate equally

in a range of options. No disparity currently exists between the participation of ELLs and non-ELLs in these programs.

10. Where deemed necessary by our ESL and content area teachers, our school provides students with content area reading and reference materials in all native languages spoken by our students. In addition, we rely heavily on technology. Every teacher has access to a project and computer cart every period which allows for the extensive use of audio-visual material to support student learning. This allows even beginner ELLs a variety of entry points to academic content. In addition, we make available the web based version of Rosetta Stone as a supplement for beginner ELLs so that they can practice listening and speaking outside of class time and independently.

11. Native language support is provided through content area teachers fluent in ELLs native languages as well as through a variety of native language reading materials.

12. Our supports are tailored around individual student need rather than grade or age.

13. Newly enrolled ELLs participate in a 3 day summer bridge program in August where activities are facilitated by faculty and students fluent in their native languages.

14. Italian and Mandarin as a foreign language is available to ELLs.

### C. Schools with Dual Language Programs

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

n/a

### D. Professional Development and Support for School Staff

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

1. Workshops are run during Wednesday faculty meetings on language development and issues particular to ELLs. Topics include but are not limited to: 1) the distinction between academic and non-academic vocabulary and the challenges associated with acquiring the former for ELLs and former ELLs, 2) techniques for teaching academic vocabulary, 3) common challenges facing Spanish and Mandarin speakers in the acquisition of English as a second language. These sessions are run by the ESL teacher and the principal (who has a Masters in TESOL and has taught ESL teachers in TESOL Masters programs. All faculty including the school's assistant principal participate in these sessions.

2. All students in our school belong to an advisory. Advisors are training by the school social worker, principal and assistant principal to understand the particular challenges which different students face and to adequately support them in successfully transitioning from middle school to high school.

3. See item #1 of this section.

### E. Parental Involvement

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

1. Parents are highly involved in our school - something we believe is responsible for the consistently high levels of satisfaction they express on Learning Environment Surveys. Four times per year, parents are invited for conferences in which they are presented with narrative descriptions of their children's performance in every academic class, comprehensive grade reports from electronic grade books, and a wealth of data charting every aspect of a child's performance and participation at our school. Just under 90% of parents participate in these conferences on average. Our bilingual parent coordinator and other bilingual staff members facilitate outreach for scheduling these conferences and translation during these conferences to ensure that the parents of ELLs are able to enjoy full participation in this process. ELL parents participate at levels consistent with non-ELL parents in the activities described above.

2. We have a partnership with Capital One bank to provide a range of financial literacy services to all our parents including those of ELLs.

3. We evaluate the needs of parents through regular, robust and honest conversation that takes place in person, by phone, and by email. We keep meticulous records of communications with parents so that we can recognize emergent patterns of need or interest and respond accordingly.

4. We run regular workshops during PTA meetings and parent teacher conferences to help support parents needs including developing their capacity to access information about their children, to understand the structures of formal school, to understand post-secondary options and to set realistic goals that are in keeping with student aspirations.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra</u>	3	0	1	
Math <u>Geometry</u>	1	0	1	
Biology				
Chemistry				
Earth Science	1	0	1	
Living Environment	3	0	1	
Physics				
Global History and Geography	1	0	1	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

abilities, we ask students to create an on demand piece of writing from which we derive quantitative data on the frequency of errors and qualitative description of the key organizational, developmental and grammatical characteristics.

2. Because of the small sample size (10 ELLs across 3 grades), it is impossible to speak meaningfully about patterns revealed through assessment. In general our ELLs fall into one of two categories. The first consists of students who have recently arrived in the country and score low on all assessments due to limited English proficiency. Historically, these students have progressed extremely rapidly during their time in our school and have been successful on English Language Regents exams and other classroom assessments. The second group of students are those whose speaking and listening skills are strong and who communicate comfortably in English, but who struggle to read and write at grade level. These are students who have been ELLs for three or more years and their struggles in reading and writing in English parallel their literacy skills in their native languages.

3. In designing our instructional supports, we target those areas which students demonstrated to be least proficient with on the NYSELAT.

4. The students who perform at the highest levels over time in our school are those who come as relative newcomers. These students typically acquire English at a rapid rate in our school and while they struggle to access the curriculum in the early grades, manage to catch up by the mid-point in their high school career and have no problem successfully mastering content to meet graduation requirements. Those students who come to us as long term ELLs, on the other hand, tend to be among those with the weakest foundational skills. These students require the most intensive academic intervention and only through intensive skill building work in the 9th grade are these students able to be successful.

5. N/A

6. We evaluate the success of our ESL program by looking at:

- a) the number of students who successfully pass Regents exams
- b) the number of students who are on track in the accumulation of credits
- c) the number of students meeting standards in our CTE programs
- d) the extent to which ELLs participate in the full range of activities offered to our student body.

### Additional Information

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

Paste additional information here

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		