



THE CINEMA SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: THE CINEMA SCHOOL
ADDRESS: 1551 EAST 172ND STREET
TELEPHONE: 718-620-2560
FAX: 718-620-2561

TABLE OF CONTENTS

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

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

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/ronlyres/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 |
|----------------|--|--------------------------------|
| Rex Bobbish | Principal | Electronic Signature Approved. |
| Keisha Warner | UFT Member | Electronic Signature Approved. |
| Kathy Martinez | UFT Member | Electronic Signature Approved. |

* 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.

The Cinema School is unique in that it is the only public high school in the country that offers a four year curriculum in film theory and film production with a rigorous liberal arts curriculum designed to prepare students for college readiness at Tier I and Ivy League universities, as well as, prepare them for professional success in the film industry or any 21st Century profession.

Pillars:

1) *The liberal arts tradition--*

Thus, we offer a rigorous college preparatory curriculum with multi-year sequences in Math, Science, History and Social Science, Literature and Composition, and a four-year program in Cinema Studies which includes film making, criticism and the history of the visual arts. All Cinema School students take the courses they need to be eligible for the most competitive colleges.

2) *Situated and purposeful approach to teaching and learning--*

At the Cinema School, curriculum is organized around understanding and being able to use coursework to solve interesting and authentic problems.

3) *Learning through the lens of the filmmaker--*

Students learn to draw on these habits of mind to deepen their learning and broaden their perspectives.

We also believe that filmmaking develops a distinct way of seeing and knowing the world—a set of intellectual dispositions, or habits of mind—that enable more thoughtful and intelligent action. These dispositions inform the questions we ask and frame the way we approach problems. Students learn to draw on these habits of mind to deepen their learning and broaden their perspectives.

Key habits of mind of the filmmaker:

Storytelling—Stories help us understand ourselves, our world and our history. They inform the narrative frames through which we come to understand what it means to be who we are. The creation of stories is a way of interpreting, analyzing, ordering and questioning ideas. Students become storytellers and thus become agents of change and possibility in their own lives and communities.

Critical Literacies—Critical literacy is not just reading the word, but reading the world. It refers to the ability to ask why things are as they are and whose interests they serve. Through their film studies students will examine how what appears as “natural” or “realistic” on the screen is, in fact, the product of careful decisions. In all their courses, this perspective will be broadened as they apply it to literature, history, science and math and draw on these subjects as tools to answer their own questions about their world.

Visual Thinking —Visual thinking refers to the capacity to create and read visual material with depth and insight. Through learning to tell stories visually and through exploring how visual images convey

powerful ideas, students will develop these skills which are useful in all subjects as all disciplines rely on the use of visual representations.

Praxis — Praxis refers to the synthesis of ideas and action. It is not enough to have brilliant ideas if we cannot take actions that make those ideas become real. Filmmaking develops the collaborative and organizational skills that are required to bring complex visions to life.

SECTION III - Cont'd

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | | |
|---|--|--------------------------------|---------------------------------------|--|--|-----------------------------|-----------------------------------|----------------------------|----------------------------|----------------------------|
| School Name: | | THE CINEMA SCHOOL | | | | | | | | |
| District: | | 12 | DBN #: | | 12X478 | School BEDS Code: | | | | |
| DEMOGRAPHICS | | | | | | | | | | |
| Grades Served: | | <input type="checkbox"/> Pre-K | <input type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | | <input type="checkbox"/> 8 | <input checked="" type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: - % of days students attended*: | | | | | | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Pre-K | | | | 0 | | | | | TBD | |
| Kindergarten | | | | 0 | | | | | | |
| Grade 1 | | | | 0 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | | | | 0 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 3 | | | | 0 | | | | | TBD | |
| Grade 4 | | | | 0 | | | | | | |
| Grade 5 | | | | 0 | Poverty Rate - % of Enrollment: | | | | | |
| Grade 6 | | | | 0 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 7 | | | | 0 | | | | | 60 | |
| Grade 8 | | | | 0 | | | | | | |
| Grade 9 | | | | 72 | Students in Temporary Housing - Total Number: | | | | | |
| Grade 10 | | | | 0 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 11 | | | | 0 | | | | | TBD | |
| Grade 12 | | | | 0 | | | | | | |
| Ungraded | | | | 0 | Recent Immigrants - Total Number: | | | | | |
| Total | | | | 72 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| | | | | | | | | | 0 | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) - Total Number: | | | | | | |
| <i>(As October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| # in Self-Contained Classes | | | | 0 | Principal Suspensions | | | | TBD | |
| # in Collaborative Team Teaching (CTT) Classes | | | | 0 | Superintendent Suspensions | | | | TBD | |
| Number all others | | | | 0 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | Special High School Programs - Total Number: | | | | | | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | | CTE Program Participants | | | | 0 | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | Early College HS Participants | | | | 0 | |
| # in Transitional Bilingual Classes | | | | 0 | | | | | | |

| | | | | | | | |
|---|----------------------------------|---|---------|--|--------------------------------------|---------|---------|
| # in Dual Lang. Programs | | | 0 | Number of Staff - Includes all full-time staff. | | | |
| # receiving ESL services only | | | 0 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # ELLs with IEPs | | | 0 | Number of Teachers | | | TBD |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Administrators and Other Professionals | | | TBD |
| | | | | Number of Educational Paraprofessionals | | | TBD |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | | | TBD | % fully licensed & permanently assigned to this school | | | TBD |
| | | | | % more than 2 years teaching in this school | | | TBD |
| Ethnicity and Gender - % of Enrollment: | | | | % more than 5 years teaching anywhere | | | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % Masters Degree or higher | | | TBD |
| American Indian or Alaska Native | | | 0 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | | | TBD |
| Black or African American | | | 29.2 | | | | |
| Hispanic or Latino | | | 63.9 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | | | 1.4 | | | | |
| White | | | 1.4 | | | | |
| Multi-racial | | | | | | | |
| Male | | | 40.3 | | | | |
| Female | | | 59.7 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| <input type="checkbox"/> Title I Schoolwide Program (SWP) | | <input checked="" 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 checked="" type="checkbox"/> | | If yes, area(s) of SURR identification: | | | | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | | | | | |
| In Good Standing (IGS) | <input type="checkbox"/> | | | | | | |
| Improvement Year 1 | <input type="checkbox"/> | | | | | | |
| Improvement Year 2 | <input type="checkbox"/> | | | | | | |
| Corrective Action (CA) - Year 1 | <input type="checkbox"/> | | | | | | |
| Corrective Action (CA) - Year 2 | <input type="checkbox"/> | | | | | | |
| Restructuring Year 1 | <input type="checkbox"/> | | | | | | |
| Restructuring Year 2 | <input type="checkbox"/> | | | | | | |
| Restructuring Advanced | <input type="checkbox"/> | | | | | | |
| Individual Subject/Area AYP Outcomes: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | | | | ELA: | | | |
| Math: | | | | Math: | | | |
| Science: | | | | Graduation Rate: | | | |
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: | | | | | | | |

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
|--|-------------------------|------|---------|--|------|------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate | |
| All Students | | | | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | | | | | | | |
| Hispanic or Latino | | | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| | | | | | | | |
| Students with Disabilities | | | | | | | |
| Limited English Proficient | | | | | | | |
| Economically Disadvantaged | | | | | | | |
| Student groups making AYP in each subject | | | | | | | |
| CHILDREN FIRST ACCOUNTABILITY SUMMARY | | | | | | | |
| Progress Report Results - 2008-09 | | | | Quality Review Results - 2008-09 | | | |
| Overall Letter Grade | | | | Overall Evaluation: | | | |
| Overall Score | | | | Quality Statement Scores: | | | |
| Category Scores: | | | | 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 | | | |
| Key: AYP Status | | | | Key: Quality Review Score | | | |
| √ = Made AYP | | | | Δ = Underdeveloped | | | |
| √ ^{SH} = Made AYP Using Safe Harbor Target | | | | ▶ = Underdeveloped with Proficient Features | | | |
| X = Did Not Make AYP | | | | √ = Proficient | | | |
| - = Insufficient Number of Students to Determine AYP Status | | | | W = Well Developed | | | |
| X* = Did Not Make AYP Due to Participation Rate Only | | | | ◇ = Outstanding | | | |
| * = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12. | | | | | | | |
| Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools. | | | | | | | |
| ** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf | | | | | | | |

SECTION IV: NEEDS ASSESSMENT

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

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

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

Since our school has only just completed its first year, we have relied primarily on historical data from ARIS. Progress Report results, Environmental Surveys results, and SQR results are not yet available at the time of this writing. Additionally, our school's needs are also driven by our school's mission to prepare students for the most competitive universities. Earlier this spring our School Leadership Team met to finalize our proposal for Title School-Wide Program which was granted. The needs assessment herein reflects the collaboration of that process.

According to ARIS, the percentages of our students who were on or above grade level according to their 8th grade New York State Exams by subject is as follows: Math 83%, Science 61%, ELA 72%, and Social Studies 43%. Since our school will be comprised solely of 9th and 10th graders for the 2010-2011 school year, we have focused our needs around the courses that terminate in Regents examinations offered to these grade levels (Algebra, Geometry, Living Environment, Chemistry, Earth Science, Global Studies). According to ARIS data, the area of greatest concern would be the Global Studies Regents for the 10th grade students. Lastly, it is inherent in our school's mission that we prepare students for success in the most competitive universities, so there is a need to align our goals, initiatives, and resources to support mastery level outcomes in coursework and state exams, offer Advance Placement courses, and prepare our students for success on the SAT's.

Based on these factors we have established our needs as follows:

- We need additional Science, Math, and Humanities teachers and/or tutors to offer a variety of courses and to tutor individual and small groups of students.

- We need Regents prep materials and supplemental classes, such as Saturday School, for all courses terminating in a Regents Exam.

- We need a building license for Examgen, or a similar program that allows faculty to create common assessments aligned with State and Regents standards.

- We need to develop an SAT preparatory program.
- We need teachers to get certified to teach AP courses

Significant barriers to realizing these goals will be the limited resources available to our school. Our school's 2009-2010 Galaxy budget for 72 total students was \$897,000. Our FY 2010-2011 budget for a projected enrollment of 149 students is \$1,050,000. This is an increase of only \$153,000 for our school, despite our doubling in size for next year. Fundraising efforts are being planned for the fall to supplement our SAT prep program.

SECTION V: ANNUAL SCHOOL GOALS

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

| Annual Goal | Short Description |
|--|---|
| <input type="checkbox"/> By the end of the 2011 school year, 75% of our students will have passed a science Regents exam and at least 10% of our students will reach mastery on a science Regents exam (85 or higher). (8 th grade passing=61%) | <input type="checkbox"/> To improve student performance based on 8th Grade State Exam pass rates as detailed in ARIS. |
| <input type="checkbox"/> By the end of the 2011 school year, 85% of our students will have passed a math Regents exam and 10% of our students will reach mastery on a math Regents exam (85 or higher). (8 th grade passing=83%) | <input type="checkbox"/> To improve student performance bases on 8th Grade State Exam pass rates as detailed in ARIS. |
| <input type="checkbox"/> By the end of 2011 school year, 75% or our students will have passed the Global Studies Regents, and 10% of our students will reach mastery on the Global Regents exam (85 or higher). (8 th grade passing= 43%). | <input type="checkbox"/> To improve student performance based on 8th Grade NYS Exam pass rates as detailed in ARIS. |
| <input type="checkbox"/> By the end of the 2011 school year, 80% of our tenth grade students will complete an SAT preparatory program. | <input type="checkbox"/> To improve student performance on SAT exams to be taken in 11th grade based on PTA and SLT parent and student surveys. |
| <input type="checkbox"/> By the end of the 2011 school year, we will have at least one staff member in each discipline (Science, Math, History, English) ready to teach an AP course for the following school year as evidenced by the submission of course curriuclum in their subject. | <input type="checkbox"/> To improve staff qualifications and to improve student readiness for competitive college programs based on staff, student, and parent surveys. |

| | |
|---|--|
| | <p>student earning below a 75 will be required to attend mandatory tutoring as determined by the classroom teacher.</p> <p>All staff members will be available for mandatory small group tutoring 4 days per week during 9th Period.</p> <p>School will purchase Barron's Regents user license for each staff member to enable each teacher to create Regent's based common assessments.</p> <p>Professional development will be planned by Cabinet Team to develop teacher capacity in implementing formative assessment practices that measure student progress for targeted outcomes for targeted groups.</p> <p>Saturday Regents prep will be offered for at least four Saturdays prior to each Regents administration.</p> |
| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/></p> <p>The teacher in this subject area will be available for small group tutoring four days per week during 9th period mandatory tutoring.</p> <p>\$500 for OTPS textbook and supplies will be set aside for this subject area.</p> <p>Title I professional development 10% set aside will be used to purchase PD for staff on formative assessment practices.</p> <p>\$1,100 of afterschool per session will be set aside to pay for 4 sessions of Saturday school at 3 hrs/day to include the January and June Regents administrations.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/> Teacher will administer unit assessments based on past Regents examinations. The class overall pass rate and mastery rate should reflect the desired pass rate for the final Regents exam as specified in the SMART goal for this subject area above. Additionally, a Regents predictive will be administered at least 6 weeks prior to the exam. Results from this assessment should indicate that the target population is achieving at least 80% of the needed score for passing and/or mastery (Example: if passing is 65 or higher, then each student in target population should achieve a score of 52 or higher on the predictive).</p> |

Subject Area
(where relevant) :

Global Studies

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p><input type="checkbox"/> By the end of 2011 school year, 75% of our students will have passed the Global Studies Regents, and 10% of our students will reach mastery on the Global Regents exam (85 or higher). (8th grade passing= 43%).</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><input type="checkbox"/></p> <p>All students will take unit exams aligned with the Regents in this subject area, any student earning below a 75 will be required to attend mandatory tutoring as determined by the classroom teacher.</p> <p>All staff members will be available for mandatory small group tutoring 4 days per week during 9th Period.</p> <p>School will purchase Barron’s Regents user license for each staff member to enable each teacher to create Regent’s based common assessments.</p> <p>Professional development will be planned by Cabinet Team to develop teacher capacity in implementing formative assessment practices that measure student progress for targeted outcomes for targeted groups.</p> <p>Saturday Regents prep will be offered for at least four Saturdays prior to each Regents administration.</p> |
| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p> | <p><input type="checkbox"/></p> <p>The teacher in this subject area will be available for small group tutoring four days per week during 9th period mandatory tutoring.</p> <p>\$500 for OTPS textbook and supplies will be set aside for this subject area.</p> <p>Title I professional development 10% set aside will be used to purchase PD for staff on formative assessment practices.</p> <p>\$1,100 of afterschool per session will be set aside to pay for 4 sessions of Saturday school at 3 hrs/day to include the January and June Regents administrations.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <p><input type="checkbox"/> Teacher will administer unit assessments based on past Regents examinations. The class overall pass rate and mastery rate should reflect the desired pass rate for the final Regents exam as specified in the SMART goal for this subject area above. Additionally, a Regents predictive will be administered at least 6 weeks prior to the exam. Results from this assessment should indicate that the target population is achieving at least 80% of the needed score for passing and/or mastery (Example: if passing is 65 or higher, then each student in target population should achieve a score of 52 or higher on the predictive).</p> |

| | |
|--|--|
| | |
|--|--|

**Subject Area
(where relevant) :**

English and Math SAT Prep

| | |
|---|--|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/> By the end of the 2011 school year, 80% of our tenth grade students will complete an SAT preparatory program.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • The Guidance Counselor will oversee the administration of the PSAT's for all 10th grade students in October. • School Cabinet Team will review PSAT results and create an action plan for aligning instruction and assessment with student needs as indicated in PSAT results. • Title I Professional Development money will be used to develop capacity of staff to align instruction with student needs as indicated by PSAT results. <p>School will contract with a vendor (determined by Cabinet Team) to offer SAT prep workshops and/or materials for an independent study program.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/> Title I SWP funds will be set aside for this program in the amount of \$3,000. Additionally, \$2,000 in the Title I professional development set-aside will be used to purchase SAT review curriculum and to train two staff members in facilitating SAT workshops for students.</p> |

| | |
|---|--|
| Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i> | <input type="checkbox"/> At least half of the 80% of students have attended SAT workshops by December of 2010, at least 3/4ths by the end of March 2011. |
|---|--|

Subject Area
(where relevant) :

All Core Subjects - Advanced Placement

| | |
|---|---|
| Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i> | <input type="checkbox"/> By the end of the 2011 school year, we will have at least one staff member in each discipline (Science, Math, History, English) ready to teach an AP course for the following school year as evidenced by the submission of course curriculum in their subject. |
| Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i> | <input type="checkbox"/> <ul style="list-style-type: none"> • At least one staff member in each of the four core disciplines will attend and complete an AP Course Certification program by the end of the school year. <p>Each teacher who is eligible to teach an AP course will submit a curriculum plan for a course to be taught in the 2011-12 school year by June 30, 2011.</p> |
| Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i> | <input type="checkbox"/> Title I professional development 10% set aside funds will be used to pay for certification program fees. |
| Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i> | <input type="checkbox"/> By January 31, 2011 each of the four teachers will be enrolled in, or have completed an AP Course Certification program. |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health- related Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|-------------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | 7 | 7 | 7 | 7 | 5 | | | |
| 10 | 5 | 24 | 24 | 5 | 5 | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

Part B. Part B - Description of Academic Intervention Services

| | |
|---|---|
| <p>Name of Academic Intervention Services (AIS)</p> | <p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p> |
| <p>ELA:</p> | <p><input type="checkbox"/> Students are pulled out of their AIS class in a rotary cycle by groups of two or three. During the pull-out, they are working in the group with a Humanities teacher to address the work they are doing in their Humanities class for ELA. IN addition, they have mandated tutoring after their regular classes. They will also be assigned to Saturday classes as well.</p> |
| <p>Mathematics:</p> | <p><input type="checkbox"/> Students take two - three classes a week of AIS to supplement the work they have done in their Math classes during the school day. In addition they have mandated tutoring after their regular classes and they will be assigned to tutoring on Saturdays.</p> |
| <p>Science:</p> | <p><input type="checkbox"/> Students are assigned mandated tutoring after their scheduled classes to supplement material covered in class as well other science subjects for those who did not pass their Regents exam in June 2010. They will also receive Saturday classes.</p> |
| <p>Social Studies:</p> | <p><input type="checkbox"/> Students are pulled out of there AIS class in a rotary cycle by groups of two or three. During the pull-out, they are working in the group with a Humanities teacher to address the work they are doing in their Humanities class for Social Studies.</p> |
| <p>At-risk Services Provided by the Guidance Counselor:</p> | <p><input type="checkbox"/> Students whose IEP require counseling services meet once or twice a week in a group setting or one-on-one with the Guidance Counselor. In addition, students are assigned an advisor who follows their academic process and speaks with other teachers about classroom behavior and other areas of concern.</p> |
| <p>At-risk Services Provided by the School Psychologist:</p> | <p><input type="checkbox"/> None</p> |
| <p>At-risk Services Provided by the Social Worker:</p> | <p><input type="checkbox"/> None.</p> |

At-risk Health-related Services:

None

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under **ORCA 359** in the manner provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s) language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Our total Title III allotment for 2011-12 is \$140. With this money we plan to set aside \$100 to be used as per session for staff members to translate documents into parent's native language. This allotment should give us 3 hours of staff time for the school year for this specific **Directions:** The remaining \$40 is for supplies such as language translation dictionaries. If your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised **Professional Development Program** for DOE and SED approval

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

Our school will deliver the revisions of professional development on Title III as a mandatory for all staff members. During the time best practice discussions will be facilitated using protocols that analyze the needs specific to our ELL population of students.

We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

Section III. Title III Budget

Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

School: The Cinema School (12x478)
Section I. Student and School Information.
BEDS Code: 321200011478

Grade Level(s)
9-12

| | | |
|--|------------------------|---|
| Allocation Amount: | | |
| Number of Students to be Served: | | |
| LEP 6 Budget Category Non-LEP 0 | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Number of Teachers 10 Professional Salaries 7 schools must Other Staff (Specify) 4 account for fringe benefits) School Building Instructional Program/Professional Development Overview - Per session - Per diem Section II. Title III, Part A LEP Program Narrative Language Instruction Program | \$100 | <input type="checkbox"/> This allotment allows 3 hours of staff time devoted specifically to translation services in supporting student achievement through parental involvement. Letters to parents regarding student progress will be translated into parent's home language with this 3 hours. |

| | | |
|---|----------|--|
| Purchased services - High quality staff and curriculum development contracts | 0 | <input type="checkbox"/> All professional development will be done through our school's Network at no cost to the school. |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | \$40 | <input type="checkbox"/> Language translation dictionaries in the home language of our ELL students will be purchased with the remaining \$40 so that all staff members have a tool to use when communicating in class with the students and with their parents. |
| Educational Software (Object Code 199) | 0 | <input type="checkbox"/> There are no available funds from the total \$140 allotment of Title III funds for software. |
| Travel | 0 | <input type="checkbox"/> There are no available funds from the total \$140 allotment of Title III funds for travel. |
| Other | 0 | <input type="checkbox"/> Not applicable |
| TOTAL | 0 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Students and parents receive letters in both English and Spanish. In addition, five members of the school staff are bilingual in English and Spanish and are thus able to communicate with students that are English Language Learners and with families whose home language is Spanish.

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

As a result of the open communication we have with Spanish-speaking parents, several of them are participants in the school's PTA meetings. We consider this a success as is it largely through these meetings that communicate with the parents. The PTA present is also bilingual and help parents in need of translation services.

Part B: Strategies and Activities

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

Parents receive letters sent home by the student or mailed home to the parent that are translated in a timely fashion. Translation services are often provided by the guidance counselor or the school secretary. In addition, the school uses a computer based grade book that provides translation services to parents upon request.

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

Oral interpretation services are offered through the school guidance counselor during parent conferences and telephone calls that require conversations with the school aide or the school secretary.

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

The Chancellor's regulations sign that was mailed to the school is prominently hung in the main office advising parents that such services are available to them.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I | Title I ARRA | Total |
|---|----------|--------------|-------|
| 1. Enter the anticipated Title I Allocation for 2010-11: | \$61,845 | \$104,849 | 0 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 1,668 | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 8,340 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | 16,679 | * | |

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.

Not Applicable

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

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

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

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

Parents have access to view student progress through the purchase of an on-line grading system. All teacher's school-wide are given a one year subscription to SnapGrades on-line grade book. This system allows parents to log-in and view their child's progress in all classes. Additionally, the parent can view the gradebook in their native language. Administration also uses SnapGrades to announce schoolwide events and to notify parents of upcoming deadlines for end of marking period or semester grades.

The remaining funds for parental involvement will be used for the printing and dissemination of a parent newsletter to be created by our school's PTA.

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

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

MUTUAL EXPECTATIONS AGREEMENT

School Values for Students:

School Values for Faculty:

We encourage questions about learning so that it is an active process.

We will make ourselves available to students who request extra assistance, counsel or enrichment.

<http://schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm>

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Since our school has only just completed its first year, we have relied primarily on historical data from ARIS. Progress Report results evidences a need to improve our weighted regents pass rate as compared to our peer group, however, this data is comparably not relevant since we are the only school in the peer group that has been in operation for only one year. Our Environmental Surveys results were weakest in the area of teacher development, and our SQR results revealed the need develop systems that allow teacher's to align their instruction with results of formative assessment data. Additionally, our school's needs are also driven by our school's mission to prepare students for the most competitive universities. Earlier this spring our School Leadership Team met to finalize our proposal for Title School-Wide Program which was granted. The needs assessment herein reflects the collaboration of that process.

According to ARIS, the percentages of our students who were on or above grade level according to their 8th grade New York State Exams by subject is as follows: Math 83%, Science 61%, ELA 72%, and Social Studies 43%. Since our school will be comprised solely of 9th and 10th graders for the 2010-2011 school year, we have focused our needs around the courses that terminate in Regents examinations

offered to these grade levels (Algebra, Geometry, Living Environment, Chemistry, Earth Science, Global Studies). According to ARIS data, the area of greatest concern would be the Global Studies Regents for the 10th grade students. Lastly, it is inherent in our school's mission that we prepare students for success in the most competitive universities, so there is a need to align our goals, initiatives, and resources to support mastery level outcomes in coursework and state exams, offer Advance Placement courses, and prepare our students for success on the SAT's.

Based on these factors we have established our needs as follows:

(8th grade passing=61%)

(8th grade passing=85%)

2. Schoolwide reform strategies that:

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

An instructional coach (IC) who will evolve into the role Assistant Principal of Instruction has been hired to improve the quality of instruction of all curriculum, align instruction with data analysis as revealed by formative assessment, align all curriculum to standards and measurable objectives, supervise mandated tutoring and after school instructional programs.

The IC will monitor all ELL/ESL and SPED programs, as well as push-in to Academic Intervention Services class and offer support to students with IEP's on numeracy and literacy competencies.

Lastly, the IC will meet weekly with the school's Cabinet Team to report on the level of implementation and effectiveness of the school's academic initiatives and action plan with the same to close any actual or perceived gaps in the overall quality of our school's academic program.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

In addition to Mandatory Tutoring, offered four days a week, we will have Saturday School hours for 6-8 weeks prior to each Regents exam. Lastly, all staff members are part of the school's Inquiry Team that is targeting basic numeracy skills and critical literacies that form the basis of our formative assessment program. These skills have been identified by teachers of all subject areas as critical criteria for understanding content in each of their subject areas.

- o Help provide an enriched and accelerated curriculum.
 - At least one teacher per subject area will be trained to teach an Advanced Placement course in the following school year. All students at The Cinema School are given the courses and support to complete the requirements for an Advanced Regents Diploma.
- o Meet the educational needs of historically underserved populations.
 - All student's designated as either SPED, ESL/ELL are connected with a licensed instructor to work specifically with them in small groups during AIS and pull-out classes. Additionally, our Schoolwide Program of supporting accelerated academic achievement is required of all of our 133 students, no student is excluded from these high expectations and course offerings.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Students who fall below an overall 75 average are placed on Academic Probation. This requires they attend Mandated Tutoring and/or Saturday School until their overall average rises above a 75. Additionally, students whose average falls below a 75 must complete a goal setting protocol that is approved by their teachers and parents. Their goals must be SMART goals and they are given one marking period to show improvement.

Our school's use of filmmaking as a tool to engage in creative and critical activity is also a springboard into aspirational professions that demand well developed conceptual thinking skills and critical literacies that are transferrable to many high skilled professions. All students engage in long term goal setting and planning through their advisory class.

- o Are consistent with and are designed to implement State and local improvement, if any.
 - All courses are academically rigorous and align with city, state, and/or national guidelines. Since we are a new school we are in Good Standing in regards to NCLB policies and standards.

3. Instruction by highly qualified staff.

All of our teachers are certified in their subject areas. We are investing in our teachers training and curriculum development for AP courses to be taught in the 2011-12 school year.

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

Our Inquiry Team meets weekly to develop and implement a formative assessment program that tracks the progress of our lowest third.

Our weekly PD is aligned with the development of our Inquiry Team protocols of data collection, analyzing conditions of learning, development of diagnostic tools, development of database that tracks student progress, and the implementation of action plans and goal-setting that uses the results of this data analysis to drive instruction.

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

Our school is a screened selective school for students, so the same level of rigor is expected of all instructional applicants. Our hiring committee (comprised of staff, students, and parents) is involved in the hiring process in many ways. All resumes are screened for experience, rigor, professionalism, and needs of the school. First round interviews are scheduled for all candidates who met the screening criteria. Second round interviews are conducted from a narrowed field of candidates, and from this pool, any teacher who is seriously being considered for a position will be required to give a demo lesson. The demo lesson will consist of students and members of the hiring committee whenever possible. The Hiring Committee gives the Principal their feedback. The Principal, in association with the Cabinet Team, determines which candidate will receive an offer of employment.

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

During Parent Teacher Conferences we will conduct workshops for parents to familiarize and interpret SnapGrades information and data. Additionally, our counseling office refers families to local organizations that can assist families with literacy and/or interpretation services.

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

Not applicable

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

All staff are members of the school's Inquiry Team. The Inquiry Team, as described above, engages in an action research cycle whereby they identify areas of perceived learning gaps, collect data to measure levels of student understanding, reflect on these results, set goals and create action plans to address learning gaps, and repeat this cycle as needed. Teachers use classroom assessment, ACUITY Periodic Assessment, PSAT results, State Regents Exams, and Inquiry Team assessments to inform them on student levels of achievement and student progress.

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

Weekly grade team meetings are held for each grade. During this time, teachers in protocols such as "kid talk" to identify individual students or groupings of students who might be struggling to achieve success. From these meetings, interventions, action plans, and

referrals are made as needed to support student social and academic progress. As mentioned previously, all students with an overall average below 75% are placed on Academic Probation which triggers several interventions to promote student progress toward academic achievement.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Our school's Cabinet Team, supported by our Network, reviews all Federal, State, and Local compliance issues on a weekly basis during our team meeting. We use our Compliance Checklist, Principal's Weekly issued by NYC Chancellor, and our Network Newsletter to review and task each compliance item. Our Cabinet Team includes the Principal, Instructional Coach, and Guidance Counselor. One of these team members is tasked with supervising compliance in their designated area of responsibility.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

| Program Name | Fund Source (i.e., Federal, State, or Local) | Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program | | | Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts) | Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan. | |
|-------------------------|--|--|----|-----|---|---|----------|
| | | Yes | No | N/A | | Check(x) | Page#(s) |
| Title I, Part A (Basic) | Federal | Yes | | | \$104, 849 | True | Goal#1-5 |

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

Not applicable

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

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

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
- 4. Coordinate with and support the regular educational program;
 - 5. Provide instruction by highly qualified teachers;
 - 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - 7. Provide strategies to increase parental involvement; and
 - 8. Coordinate and integrate Federal, State and local services and programs.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2
2. Please describe the services you are planning to provide to the STH population. The two students are each receiving Academic Intervention Services to support them in completing the assigned work in their core classes. They will also be receiving counseling sessions once a week in groups of no more than three students at a time. Lastly, we have set-aside \$150 for each of them from our Title I allocation for emergency supplies.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
not applicable

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 not applicable
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

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

File Name - 28_12X478_110110-080824.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|--|--------------------------------------|
| Network Cluster 101 | District 12 | School Number 478 | School Name The Cinema School |
| Principal Mr. Rex Bobbish | | Assistant Principal Ms. Keisha Warner | |
| Coach type here | | Coach type here | |
| Teacher/Subject Area Ms. Katherine Martinez | | Guidance Counselor type here | |
| Teacher/Subject Area Mr. Patrick Heusner | | Parent type here | |
| Teacher/Subject Area | | Parent Coordinator type here | |
| Related Service Provider Ms. Ida Rios | | Other type here | |
| Network Leader Ms. Marina Cofield | | Other type here | |

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 | 1 | Number of Certified Bilingual Teachers | 0 | Number of Certified NLA/Foreign Language Teachers | 0 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 10 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total Number of Students in School | 132 | Total Number of ELLs | 6 | ELLs as Share of Total Student Population (%) | 4.55% |
|------------------------------------|------------|----------------------|----------|---|--------------|

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. We issue the Parent/Guardian Home Language Identification Survey to identify students who may possibly be ELLs. Based on the responses, any language other than English that is referred to the most is the predominant tongue, thus we identify our English Language Learners. Rex Bobbish, principal, takes a predominant role in meeting with the parents after the HLIS is administered. He then gives the name of the student to Keisha Warner, Assistant Principal who administers the LAB-R which assesses the student's level of English proficiency. At the end of the school year, all students who took the LAB-R will sit for the NYSESLAT. The leadership team which consists of the principal, assistant principal and guidance counselor review the scores then we share them with the entire teaching staff. We have only administered the NYSESLAT once and two out of three students tested out. The remaining student tested at the advanced level; she is a long term ELL. Her teachers are aware that she needs extra attention so that she may finally test out in the near future.
2. Our school is a very small high school that is in its infancy. We currently have 9th and 10th graders and 10 teachers, none of whom are licensed ESL teachers. We explain to our parents that we can offer ESL services from an ESL certified teacher we have hired to push in to classes and pull out students. The principal speaks with the parent at the beginning of the school year regarding these limited options. If we get a student over the counter, he explains our limitations and explains what we can offer to let the parent decide if our school will suit the needs of their child.
3. Our school ensures that entitlement letters are distributed during the first week of school to all students who are designated to need ESL services per the RADP the RLER.
4. If a student cannot take the LAB-R due to very limited English skills, we administer the LAB if he/she is a Spanish speaker. At that point Ms. Martinez, the guidance counselor, invites the parent to come in and talk about the Freestanding ESL program we have at our school. Ms. Martinez, who is a Spanish speaker, conducts this conversation in the parent's native language. We provide them the ELL Parent Information Case from the Office of English Language Learners so that they can know their rights as a parent with a child that has limited English proficiency.
5. We have only had one year of data collected from the Parent Survey and the Program Selection forms. Six out of six parents thus far have chosen our Freestanding ESL program. It is the only viable option that our school can provide at the moment.
6. Our Freestanding ESL program is aligned with the requests of the parents because they ask for what they know our school can offer their child. We want to expand our offerings which is why we are specifically looking for a certified ESL teacher to join our full-time teaching staff in the 2011-2012 school year. Currently, Keisha Warner has half of her credits toward an ESL certification. She is currently in an Educational Leadership Masters program but is looking forward to completing the ESL certification to support her school.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|--|---|-------------------------------|---|
| All ELLs | 6 | Newcomers (ELLs receiving service 0-3 years) | 1 | Special Education | 0 |
| SIFE | 0 | ELLs receiving service 4-6 years | 4 | Long-Term (completed 6 years) | 1 |

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 | 1 | | | 4 | | | 1 | | | | 6 |
| Total | 1 | 0 | 0 | 4 | 0 | 0 | 1 | 0 | 0 | | 6 |

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | 0 | 0 | | | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | 0 | 0 | 0 | 0 | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 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 | | | | | | | | | | 3 | 2 | | | 5 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | 1 | | | 1 |
| TOTAL | 0 | 3 | 3 | 0 | 0 | 6 |

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. Ms. Rios does a rotating schedule where she pulls the students out of their classes to offer direct instruction in a separate classroom. Due to the relatively small number of ELLs, students in the same grade generally have the same teachers. Most classes travel as a block with some minor exception. There are four electives (Poetry Appreciation, Visual Arts, Debate and Literary Magazine) which separate the students for a period. A few students may be in a different Math or Science class depending on the Regents exams they took in the 8th grade. Generally speaking, Ms. Rios has the opportunity to work with the students together on the content from any of their classes in a ratio no more than 3:1. In the 9th grade, the pull-out group is mixed proficiency levels. In the 10th grade, the pull-out group is homogenous.

2. Our programming staff ensures that the mandated number of instructional minutes is provided for in the student scheduling. In addition to the pull-out ESL services, each ELL student is given Academic Intervention Services (AIS) in which Ms. Kallashi offers Math assistance and Ms. Warner and Ms. Martinez offer the Humanities (English) assistance. The one student classified as a Beginner gets 225 minutes of Academic Intervention services as well as an additional 135 minutes with Ms. Rios. The 4 students who are classified as Intermediate also receive 225 minutes of Academic Intervention services and an additional 135 minutes of pull-out assistance from Ms. Rios. Lastly, our Advanced student

receives 225 minutes of Academic Intervention services and an additional 45 minutes with Ms. Rios in pull-out assistance.

3. Each content area teacher communicates with Ms. Rios about the subject matter they are covering at the time. Together they pull out key concepts and vocabulary that the students may be struggling with. In the case of our beginning student, we worked with parallel texts in Spanish and in English. For the intermediate and advanced students, we examine class notes, assignments, directions from teachers to see where the students may struggle in the content portion of the lesson. The students also work with Ms. Rios around ways to understand what the content teachers are asking them to do. The instructors use the higher level language of Bloom's Taxonomy and therefore Ms. Rios works with the students around their understanding of prompts such as: "evaluate", "emphasize", and "implement".

4. We are a small community at The Cinema School. Although we have Ms. Rios, we understand the work is shared when it comes to servicing the needs of our ELL population. Our staff will undergo a series of "best practices" presentations to show what we do that is successful with our ELLs.

a) We do not currently have any SIFEs on record at our school. If one should walk through our door, we would give the student a baseline assessment to see where their immediate area of need is. The SIFE would automatically be scheduled for Academic Intervention Services, as part of their regular school day and they will receive mandated tutoring for 37.5 minutes.

b) According to NYS CR Part 154, the beginner would have the maximum hours of ESL instruction as well as Academic Intervention Services during the school day and mandated tutoring for 37.5 minutes. The student has access to a laptop for the duration of a class period. This student will work with educational software that covers the current academic unit of study.

c) Our students who have received ELL service for 4-6 years will receive the maximum mandated services according to NYS CR Part 154. In addition, we provide them with mandated tutoring for 37.5 minutes. The instructors will provide parallel texts/resources that are modified for the student's comprehension. Differentiation for content, process, and product is the standard for which each teacher will allow students within this subpopulation to access content area knowledge.

d) Our student who is a long-term ELL will receive the maximum mandated ELL services and will have Academic Intervention Services as part of her regular school schedule and she will be scheduled for mandated tutoring which reduces the student to teacher ratio. It will benefit this advanced ELL student because her advanced status means she needs assistance with the fine points that will ultimately lead to testing out of her ELL status on the next NYSESLAT. During Academic Intervention Services and tutoring, the teacher can focus on these finer points such as subject-verb agreement.

e) We do not currently have ELLs that are identified as having special needs. If we did, we would follow the mandates as indicated in their IEP in terms of: student teacher ratio and related services. The IEP mandates are NOT in place of ELL services. In addition, the student will receive ELL services in direct proportion to their needs as indicated by NYS CR 154.

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

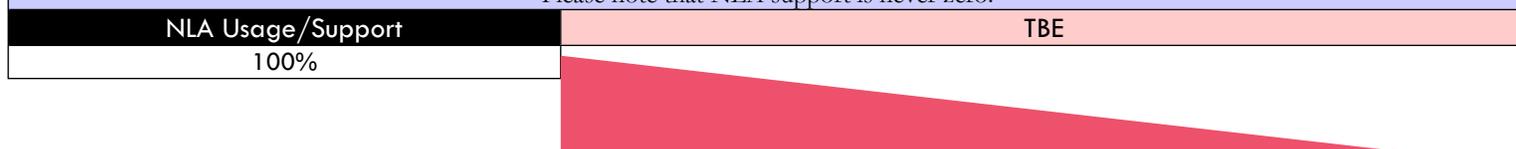
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Arts and Native Language Support

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



| | |
|------|---------------------------------|
| 75% | |
| 50% | |
| 25% | |
| | Dual Language |
| 100% | |
| 75% | |
| 50% | |
| 25% | |
| | 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. Our intervention program services include tutoring, Academic Intervention Services, and mandated services with a certified ESL teacher. Tutoring is scheduled through the student's advisor to go to the classes that the student is struggling in for 37.5 minutes. Academic Intervention Services is provided by certified Math and English teachers and a guidance counselor. The ESL teacher conducts pull out for intermediate and advanced and push in sessions with beginner ELLs.

6. The students who have achieved proficiency on the NYSESLAT will work closely with their advisors to monitor their academic progress. The advisor will schedule them for tutoring for classes where language remains a struggle. They can receive additional ESL services over the next two years to strengthen their new status as proficient speakers.

7. For the upcoming school year, we want to have a self-contained ESL class scheduled in HSST. This would be helpful to the students who

will not miss as many academic classes for ESL services.

8. We will not discontinue our Freestanding ESL program. It is the only program that we have and Spanish speakers make up a large portion of our demographics. Our parents should have a language program option thus we will keep the one that we have established.

9. ELLs have equal access to everything that all students at The Cinema School have access to. Our after school programs include Film Club, Debate, and Newspaper/Yearbook. Our ELLs are welcome to join any of those clubs and they typically do as it is a way to foster friendships with their peers and educators.

10. Every classroom is equipped with a laptop cart, a wireless printer, and a SMART Board. Classroom libraries are stocked with Spanish versions of Young Adult, Classics, and New York Times bestsellers. Our beginner is given a laptop where he can access a translator function whenever communication between he and his teachers becomes difficult. Every teacher conducts his/her class with PowerPoint presentations. The visual aids help our intermediate and advanced ELLs access the content. In Global studies, photos, videos, and music are embedded inside of the PowerPoint to access the widest variety of learning modalities.

11. Native language support is delivered in an ESL model. Ms. Rios, a certified ESL teacher, pushes in to the class of our beginner who is most in need of help during the time content area class. She pulls out the remaining intermediate and advanced ELLs for supplemental support.

12. While our students may be at varying levels in their English proficiencies, they are on or above grade level for the content they are receiving in their Maths, Sciences, and Humanities courses. Thus the required services support and resources correspond to our ELLs ages and grade levels.

13. The beginning of the school year is about social acclimation. The students spend extended time in their advisories which gives our ELLs an opportunity to forge a bond with an adult and build relationships among their peers. Ms. Martinez, the guidance counselor, does frequent visits with the students to ask them how they are managing and to figure out what kind of assistance they need from their teachers.

14. The language electives that we offer currently are French and Spanish. In the future we would like to add Korean as we have a teacher on the staff who speaks it fluently.

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. Every teacher in our school has an ELL in at least one of his/her classes. We use Ms. Rios as an expert to teach the strategies that work well with our ELL population. Our meetings take place every Wednesday. This is time that is built into our schedule to accommodate the exchange of this information from Ms. Rios to the staff.

2. As high school students, our ELLs are transitioning into the adult world after they leave The Cinema School. The services that we provide our students is representative of Habits of Mind, which show students what to do when they need assistance. We expect for our students to seek the kind of services that we have provided for them here in the adult milieu that they will soon inhabit.

3. The minimum 7.5 hours of ELL training for all staff takes place during our weekly staff planning which is on Wednesdays. Over the course of time, the teachers will have been exposed to best practices and teaching strategies that pertain to our English Language Learners.

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. We have a strong group of concerned parents on the PTA and very involved parents, in general. Our PTA president is a native Spanish speaker and she is able to communicate with parents who do not speak English. Our parents are invited to student events and recruitment fairs. We had a tremendous turnout for the Open Houses that took place in October and at least half of the parents either did not speak English or did not speak English well. This is a testament to how welcomed all of our parents feel in our school.

2. Our school has a partnership with The Ghetto Film School. Film is treated as a major class in that the students take it all four years. The Ghetto Film School provided us with Mr. Santiago who works with Mr. Moore, our school's film teacher, to assist in the delivery of instruction. Mr. Santiago is a native Spanish speaker who is able to communicate with our beginner when he needs clarification about the content of the class. The president of The Ghetto Film school provided transportation access to the recruitment events for parents who want to support the school.

3. We look at the parent survey at the end of the year to evaluate the needs of the parents. Because we are a small school, parents often call to speak with members of the leadership team to express their desires as well as concerns. Administrators, Teachers, and Support Staff are listed in the student handbook for parents who may want to contact them.

4. We use a web based communication grading system called SnapGrades. A parent is given a login to access their child's online gradebook to see how he/she is doing in each of his/her classes. One of the functions of SnapGrades allows the parent to communicate concerns with their child's teacher. Our PTA meeting is structured so that there is a Q&A where parents can voice their concerns and needs. At our SLT meetings, the parent members have a say in how they want to see our school improve according to the goals of the CEP. At our first open school night, we held a workshop for how to access and navigate ARIS.

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) | | | | | | | | | | 1 | 0 | | | 1 |
| Intermediate(I) | | | | | | | | | | 2 | | | | 2 |
| Advanced (A) | | | | | | | | | | | 3 | | | 3 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 6 |

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

| | | | | | | | | | | | | | | |
|--|---|--|--|--|--|--|--|--|--|--|--|---|--|--|
| | P | | | | | | | | | | | 2 | | |
|--|---|--|--|--|--|--|--|--|--|--|--|---|--|--|

| 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 | 0 | 0 | 0 | 0 |
| Math <u>Algebra</u> | 5 | 1 | 1 | 0 |
| Math <u>Geometry</u> | 1 | 0 | 0 | 0 |
| Biology | 5 | 1 | 0 | 0 |
| Chemistry | 0 | 0 | 0 | 0 |
| Earth Science | 2 | 0 | 0 | 0 |
| Living Environment | 3 | 1 | 0 | 0 |
| Physics | 0 | 0 | 0 | 0 |
| Global History and Geography | 3 | 0 | 0 | 0 |
| US History and Government | 0 | 0 | 0 | 0 |
| Foreign Language | 0 | 2 | 0 | 0 |
| Other <u>0</u> | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |
| NYSAA ELA | 0 | 0 | 0 | 0 |
| NYSAA Mathematics | 0 | 0 | 0 | 0 |
| NYSAA Social Studies | 0 | 0 | 0 | 0 |
| NYSAA Science | 0 | 0 | 0 | 0 |

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 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile |
| ELE (Spanish Reading Test) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese Reading Test | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

instructional plan that will move our English Language Learners forward.

2. The data patterns of the LAB-R and NYSESLAT show that our students struggle most with the reading/writing than speaking/listening.

3. We are looking at reading concerns in our Inquiry Team. We are dedicating the time to reading throughout the disciplines and we have found that students struggle less with reading when there is a visual aid attached to it (map, graph, chart). We are currently developing ways to incorporate a solid strategy that will allow our ELLs to improve in their reading skills in their content area and master it for the NYSESLAT.

4. For our Freestanding ESL program:

a. Our ELLs in 9th and 10th grade who are intermediate and advanced pass the speaking and listening portion of the NYSESLAT but they do not do well with the reading and writing. Our beginner is not capable of fairing well on tests that are not in his native language. The lower intermediate students perform at mediocre levels whereas the high intermediate and advanced student achieve a range of medicore to successful tests results.

b. We use the results of our benchmark assessments as well as the Acuity predictive. We will examine the results of the Acuity as soon as they are made available.

c. As a staff we are learning that our ELLs need for us to use a variety of strategies. We look forward to looking at the results of the Acuity to identify obvious areas of weakness. We are also looking into the baseline assessments that are connected to our departments' benchmarks. We offer Native Language assessments for our beginner who is only capable of taking exams in Spanish.

5. Currently, we do not have a Dual Language program. We are a small school, with a staff of 8 teachers. The Assistant Principal and the Guidance Counselor also teach classes which totals 10 ten teachers in the building. We currently have a Freestanding ESL program and that is the model we can accommodate at this time given our size.

6. We evaluate the success of our Freestanding ESL program by looking a variety of data. We have data from SnapGrades, an online gradebook, our scholarship reports that we run on HSST that show their academic growth as well as passing rates. We measure their success by how well they are able to use the English language to achieve mastery in their subjects. Each department worked on a benchmarks that shows mastery and these are the benchmarks that we use to evaluate the success of our ELL program. With Ms. Rios working hand in hand with content area teachers, our students are equipped with the resources to achieve mastery.

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 | | |

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | | |
|---------------------|-------------------|-------------|--------|---------------|--|--------------|--|
| School Name: | THE CINEMA SCHOOL | | | | | | |
| District: | 12 | DBN: | 12X478 | School | | 321200011478 | |

DEMOGRAPHICS

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

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|---------|-----------|------------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | | 0 | 0 | | | | 93.0 |
| Kindergarten | | 0 | 0 | | | | |
| Grade 1 | | 0 | 0 | | | | |
| Grade 2 | | 0 | 0 | | | | |
| Grade 3 | | 0 | 0 | | | | |
| Grade 4 | | 0 | 0 | | | | |
| Grade 5 | | 0 | 0 | | | | |
| Grade 6 | | 0 | 0 | | | | |
| Grade 7 | | 0 | 0 | | | | |
| Grade 8 | | 0 | 0 | | | | |
| Grade 9 | | 72 | 56 | | | | |
| Grade 10 | | 0 | 77 | | | | |
| Grade 11 | | 0 | 0 | | | | |
| Grade 12 | | 0 | 0 | | | | |
| Ungraded | | 0 | 0 | | | | |
| Total | | 72 | 133 | | | | |

| Student Stability - % of Enrollment: | | | |
|---|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | 93.0 |

| Poverty Rate - % of Enrollment: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| | | 60.0 | 84.7 |

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

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

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | | 0 | 0 | Principal Suspensions | | | 0 |
| # in Collaborative Team Teaching (CTT) Classes | | 0 | 0 | Superintendent Suspensions | | | 3 |
| Number all others | | 0 | 10 | | | | |

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

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | | 0 | TBD | Number of Teachers | | | 5 |
| # in Dual Lang. Programs | | 0 | TBD | Number of Administrators and Other Professionals | | | 2 |
| # receiving ESL services only | | 0 | TBD | Number of Educational Paraprofessionals | | | 0 |
| # ELLs with IEPs | | 0 | TBD | | | | |

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

| 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 |
| | | | 2 | % fully licensed & permanently assigned to this school | | | 100.0 |
| | | | | % more than 2 years teaching in this school | | | 0.0 |
| | | | | % more than 5 years teaching anywhere | | | 60.0 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | | | 80.0 |
| American Indian or Alaska Native | | 0.0 | 0.0 | % core classes taught by "highly qualified" teachers | | | 100.0 |
| Black or African American | | 29.2 | 33.1 | | | | |
| Hispanic or Latino | | 63.9 | 59.4 | | | | |
| Asian or Native Hawaiian/Other Pacific | | 1.4 | 4.5 | | | | |
| White | | 1.4 | 1.5 | | | | |
| Male | | 40.3 | 43.6 | | | | |
| Female | | 59.7 | 56.4 | | | | |

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

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

| | Phase | | Category | | |
|--|-------------------------------|--|----------|---------|---------------|
| | In Good | | 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: |
| Math: | Math: |
| Science: | Graduation Rate: |

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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