



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ACADEMY FOR CAREERS IN TELEVISION & FILM

DBN: 30Q301

PRINCIPAL: MARK DUNETZ

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SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mark Dunetz	*Principal or Designee	
Ariel Lindorff	*UFT Chapter Leader or Designee	
Maria Christodolou	*PA/PTA President or Designated Co-President	
Nilsa Arboleda	DC 37 Representative, if applicable	
Maya Burns, Paula Jenkins	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Charles Healy	Member/UFT	
Clayton Dowty	Member/UFT	
Dinora Cruz	Member/Parent	
Belkis Morales	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1 Over the course of the school year, a minimum of fifty students will participate in the ACTvF work-based learning (WBL) program.
Comprehensive needs assessment Students need to participate more extensively in authentic WBL programs to support their mastery of CTE program objectives. All students at ACTvF are in the CTE video production program.
Instructional strategies/activities Per the CTE program deadlines, there must be a WBL coordinator who will oversee the WBL program. A CTE teacher must be identified as the WBL coordinator, and he will obtain certification. An infrastructure to monitor the students participating in WBL activities will be set up by the WBL coordinator and the administration. The WBL coordinator must obtain certification and set up the infrastructure by January 2012. Additionally, he must expand the number of on-site and off-site WBL partnerships as discussed by the CTE self-study team, which is comprised of the administration, CTE teachers and academic teachers.
Strategies to increase parental involvement Parents are encouraged to inquire with the Self-Study Team members about the status of WBL partnerships and make suggestions for possible future partnerships. The WBL coordinator posts internship and WBL partnership opportunities on a board made public to parents and all other school community members.
Strategies for attracting Highly Qualified Teachers (HQT) This is not applicable to Goal #1.
Service and program coordination The WBL coordinator will work very closely with the WBL and CTE offices at NYC DOE. He has been in communication with the WBL Resources Office and will continue to do so throughout the year, to coordinate the logistics of the program and to ensure that ACTvF is in compliance with the requirements and guidelines of WBL partnerships.
Budget and resources alignment Schools that have a CTE program receive WBL resources from NYC DOE to support the program. ACTvF has received \$10,000 to fund students who perform WBL work with private and public sector organizations. Their hours are logged and monitored by the WBL coordinator. They receive at least \$7.25 per hour. If the student works for a private sector organization, half of the hours worked will be paid for by the organization and the other half will be paid for using the WBL funds. If the student works for a public sector organization, the hours worked will be paid for in full using the WBL funds. Additionally, we use a large portion (\$5244) of our VATEA funds to support per session so production teachers can run after school WBL workshops. We have also used VATEA funds (\$11,398) to purchase equipment that supports WBL programs.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

Over the course of the school year, 95% of students at all grade levels will participate, as part of their regular coursework, in a set of activities designed to develop their mastery of Common Core Standards in Mathematics and English Language Arts. Rigor will be defined by the Common Core Standards.

Comprehensive needs assessment

Students need to experience one rigorous task in English Language Arts and Mathematics as part of a Common Core Curriculum aligned unit

Instructional strategies/activities

Department teams will work to design at least one unit that is explicitly aligned with the Common Core Standards. Teacher gradebooks will reflect student participation in Common Core Standards aligned tasks. Collections of student work, generated from these tasks, will provide further evidence. Teachers will develop these units by March 2012 to implement this year, and will continue to develop units for next year.

Strategies to increase parental involvement

Parents are formally notified about curricular developments, like the Common Core units, over the course of the year in several parent-teacher conferences. Each student has an advisor who communicates with parents on a regular basis about the student's academic expectations in all subject areas, including the ELA and Math units that will be rolled out later in the year.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will participate in a series of professional development workshops designed to introduce them to the Common Core Standards.

Service and program coordination

The teachers participating in the PD workshops are designed and led by ACTvF's NYC DOE network. The teachers ensure that the units developed according to the Common Core Standards are in alignment with the NYC DOE.

Budget and resources alignment

Teachers participating in the workshops are compensated by Per Session, which is secured through various grants and Fair Student Funding. We allocate Per Session for unique PD training using a variety of sources: FSF (\$9,950), Title I (\$8,000), and smaller grants like Ford Foundation (\$10,000) and Contract for Excellence (\$13,600). We have also purchased PD materials using OTPS (books for \$2,400 from FSF). We have utilized entire days for PD on Common Core Standard, and as a nicety we allocate a small part of the budget to snacks for these PD days, using our P-Card.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

Over the course of the school year, all regularly assigned teachers will:

- Complete a self-assessment based on Danielson's framework
- Complete a professional development plan that stems from discussions with administration
- Engage in two peer-visits and be observed during four cycles of informal visits by administration

Comprehensive needs assessment

Teachers need to both observe colleagues and be observed by colleagues and administrators during short and frequent classroom visits. These visits will frame targeted conversations around teacher effectiveness, using Danielson's rubric as a framework

Instructional strategies/activities

Full staff meetings will be used to introduce the Danielson framework to teachers and engage them in a set of activities designed to ensure they understand its rationale and language. Records of peer visits as well as informal observations will be maintained in an electronic database. These records, along with professional development plans and self-assessments based on the Danielson rubric, will be analyzed to frame necessary conversations with individual teachers and to group faculty members for differentiated professional development activities around strengths and weaknesses. The self-assessments and PD plans will be due by January 2012, although most are currently complete. The peer-visits will be done by March 2012.

Strategies to increase parental involvement

This does not apply to Goal #3.

Strategies for attracting Highly Qualified Teachers (HQT)

The strategies discussed above are meant to ensure that current staff become Highly Qualified Teachers as defined by the Danielson framework.

Service and program coordination

The administration is coordinating the presentation of the Danielson framework according to NYC DOE and they are presenting this information to teachers in full staff meetings so that the teachers can complete their self-assessments and PD plans that are in alignment with the Danielson framework.

Budget and resources alignment

The bulk of the information about Danielson framework is being presented at staff meetings that are built into their days. Unless a teacher requests PD support after school days and receives Per Session, there is no need to budget resources to achieve this goal.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4 At least 90% of students from the 2012 cohort will graduate by August 2012.
Comprehensive needs assessment It is essential that a high expectation for the graduation rate is set for the founding cohort class as it will, in turn, set a high standard for the proceeding cohorts.
Instructional strategies/activities A comprehensive audit of student credit accumulation and regents performance will be conducted by school administration. Academic interventions will be scheduled as both part of the regular instructional program and extended program to ensure that students are prepared to meet all graduation requirements in a timely manner. Progress towards meeting graduation requirements will be monitored by student advisors as well as administration on a bi-monthly basis.
Strategies to increase parental involvement Teachers and administrators encourage parents to be involved in their child's academic performance and progress over the course of high school. Parents are informed of student's progress toward graduation at every Parent Teacher Conference from 9 th grade through 12 th grade. They are also made aware of credits that need to be recovered or Regents that need to be retaken at the start of the 12 th grade semester. Parents can continue to be involved by regularly checking student's grades on Edline, to which they have access, and by working on graduation plans with the advisors as early as possible. They should be notified immediately of any necessary academic interventions.
Strategies for attracting Highly Qualified Teachers (HQT) This is not applicable to Goal #4.
Service and program coordination This is not applicable to Goal #4.
Budget and resources alignment Students needing credit recovery courses and tutoring in order to achieve this goal are able to take classes either before or after the school day. The teachers of these classes get Per Session, which is funded by Fair Student Funding. We will use \$2500 in VATEA for production tutoring and afterschool workshops, and \$20,000 in FSF and \$10,125 in Title I to cover core subjects recovery courses and an ambitious extended day academic intervention program. Additionally, to ensure the credit recovery courses begin on a strong start and run functionally, our administrators and Social Worker oversee the classes and meet one-on-one with students to provide support as needed. Their participation is covered by Per Session: \$1600 from FSF for Social Worker and \$1800 from FSF and ARRA RTT Data Specialist funds for Assistant Principal.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	10	26	22	12	15	2	15	4
10	8	19	18	5	15	2	15	6
11	11	18	10	8	15	0	15	5
12	3	12	3	0	15	1	15	7

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Students are tutored in groups by teachers after school. The focus of intervention is on foundational writing and reading skills with a particular emphasis on expository writing. Judith Hochman’s work on teaching expository writing is used as a foundation for interventions.
Mathematics	Students are tutored in groups by teachers after school. The intervention involves review and supplemental instruction of topics addressed in curriculum that students struggle with. In addition, there is an emphasis on the re-teaching of pre-Algebra skills which struggling students have yet to master.
Science	Students are provided with supplementary instruction during lunch and after school both individually and in small groups.
Social Studies	Students are tutored in groups by teachers after school. The intervention involves review and supplemental instruction of topics addressed in curriculum.
At-risk Services provided by the Guidance Counselor	Guidance services are provided by the school social worker.
At-risk Services provided by the School Psychologist	Guidance services are provided by the school social worker.
At-risk Services provided by the Social Worker	Students meet with the social worker on an as needed basis. Faculty and administration regularly consult with the social worker to discuss which students are in need of guidance interventions and the social worker takes responsibility for scheduling and conducting counseling sessions during the regular school day.
At-risk Health-related Services	Health related services are provided to students through outside providers of speech, occupational therapy, and physical therapy.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader New Visions (CFN561)	District 30	Borough Queens	School Number 301
School Name Academy for Careers in TV & Film			

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

Principal Mark Dunetz	Assistant Principal Edgar Rodriguez
Coach Chip Healy	Coach
ESL Teacher Mariel Liebman	Guidance Counselor Sarah Cohen
Teacher/Subject Area Jeremy Matuk/Social Studies	Parent Maria Christodoulou
Teacher/Subject Area Lisa Miller/English	Parent Coordinator Nilsa Arboleda
Related Service Provider	Other
Network Leader New Visions	Other

C. Teacher Qualifications [i](#)

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	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	425	Total Number of ELLs	12	ELLs as share of total student population (%)	2.82%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Upon entering school for the first time, parents/guardians are administered the HLIS by a licensed ESL teacher also proficient in Spanish, as well as a Mandarin translator if needed. If the home language is a language other than English, the ESL teacher continues with an informal interview and in-house placement exam in English. Within 10 days of arrival the student is then administered the official LAB-R exam. If this is not the student's first time in the country, he/she is given the in-house English placement exam only. Every spring, each ELL is evaluated using the New York State English as a Second Language Achievement Test administered by licensed ESL teacher Mariel Liebman.

2. During the initial interview, parents/guardians are shown Chancellor Joel Klein's DVD provided by the Office of ELLs, informing them of all the possible program choices (Transitional Bilingual, Dual Language, and Free-Standing ESL) in their native language. It is explained that our school only offers a Free Standing ESL program. This information is also explained at all of our school open houses.

3. Parents/guardians are sent Entitlement Letters as soon as NYSESLAT scores are received. Since only a Free Standing ESL program is offered, there is no Program Selection form. These letters serve to inform the parent if the child has passed out of ESL or will continue to receive ESL services.

4. In order to ensure identified ELLs receive the appropriate services, they are given an in-house placement exam that tests all four modalities (reading, writing, listening and speaking). Parents and students are also interviewed in their native language if necessary. We use the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed.

5. Over the past 4 years in which the school has been open, parent requests have only been for a Free Standing ESL program.

6. The program model offered at our school is aligned with parent requests. In addition, because of the size of our ELL population, it is only possible to offer a Free Standing ESL program since there are not 20 students needed to create a Transitional Bilingual Program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

Page 16 1 2 3 4 5
 6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	3	Special Education
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6 years) 7

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	3			2			7		2	12
Total	3	0	0	2	0	0	7	0	2	12

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction:

- a. Our school uses Push-In and Pull-Out models of instruction.
- b. Our school uses heterogeneous grouping.

2. Our school has one certified and highly experienced ESL teacher who provides services to our small ELL population (12 students) through a combination of push-in and pull-out support. This instructional support is tailored to the individual needs of each learner and is equivalent in total minutes to state mandates for each level of English proficiency. In addition to direct instruction, we make extensive use of an electronic platform for student writing which allows for our ESL teacher to have real time access and provide timely support to ELLs in their writing across all content areas.

3. Over the past 2 years, our school has invested heavily in training content area teachers to be attentive to language development. This includes explicit instruction in subject area specific and general academic vocabulary, the scaffolded introduction of complex texts, and the use of native language knowledge to predict the meaning of words with common Latin roots. In order to support the development of more sophisticated structures in student writing, we have relied upon Judith Hochman's work which while designed for students with language related disabilities, provides meaningful entry points and powerful support for ELLs. In addition to these features of all content area classes, additional support is provided to beginning ELLs through supplementary and parallel native language reading materials.

4. Highly trained bilingual teachers (both Spanish and Mandarin) as well as advisors review various samples of writing in the students' native language as well as hold in person interviews in their native language.

5. Differentiation of Instructional Plan for ELLs

a. While we have no SIFE students at the current time, our small population of ELLs allows us to provide highly individualized support. Students with interrupted education would be provided with a robust set of native language literacy assessments to generate an accurate profile of their first language literacy skills. From this a program would be devised which while similar to that provided any newcomer at our school would pay particular attention to the unique challenges associated with developing literacy skills in a second language.

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

c. ELLs receiving service for 4 to 6 years receive a combination of push in and pull out support depending on their levels of skill. Services provided these students emphasize the vocabulary and grammatical structures found in non-fiction academic texts as this is the area in which these students struggle the most. Because of the small size of the ELL population at our school, these services are highly targeted. In

A. Programming and Scheduling Information

addition, the ESL teacher monitors and supports student writing across the curriculum through an electronic portfolio system which serves as a repository of all major pieces of student written work.

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

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

6. Teachers of ELL-SWDs students use electronic systems to communicate with the ESL teacher as well as the Special Education teacher and the student's advisor. Students needs are assessed at the beginning of the year target plans are created for each. These plans are constantly reviewed throughout the year and modified accordingly. Teachers of ELLs -SWDs are given supplemental material in the students' native languages. Course material in both English and the students' native language is then reviewed during pull out sessions with a bilingual special education teacher. Students also have access to numerous computer based programs which offer content learning in both English and their native language.

7. Our school implements an extensive advisory curriculum as well as extended day programs that offer targeted support to the diverse needs of ELL-SWDs. We also are able to electronically attend to students' diverse needs in real time both in and outside of school.

Courses Taught in Languages Other than English ⓘ

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

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

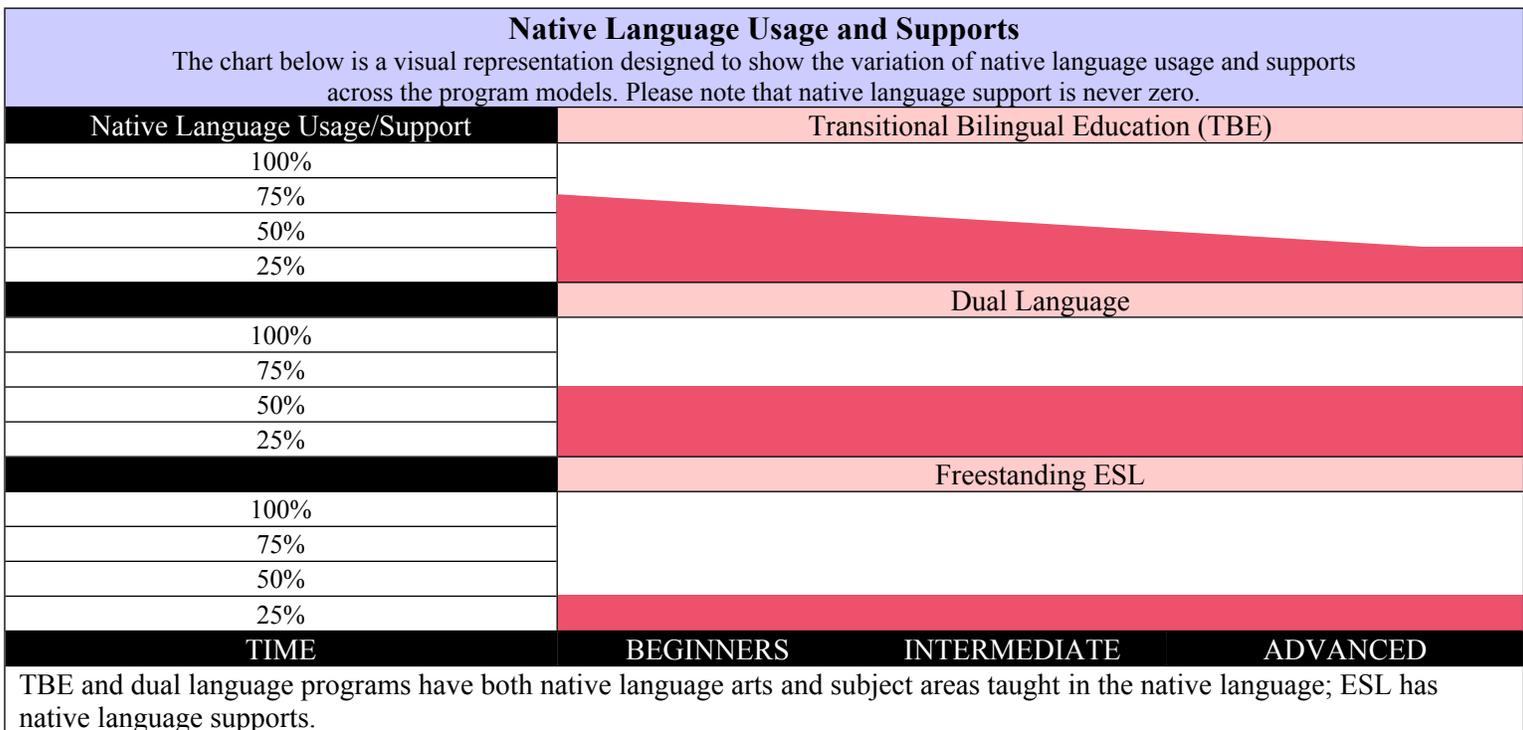
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

Beginning	Intermediate	Advanced
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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



B. Programming and Scheduling Information--Continued

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

8. ELLs are offered targeted small group instruction in every academic subject area before and after school as well as during lunch time. While the primary language of instruction for these services is English, in some cases arrangements are made to train Spanish speakers with

B. Programming and Scheduling Information--Continued

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

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

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

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

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

12. Students at our school are offered a wide range of extracurricular activities including sports clubs and many opportunities to become more deeply involved with producing video content. All activities are accessible to ELLs and we closely monitor to ensure that ELLs participate equally in a range of options. No disparity currently exists between the participation of ELLs and non-ELLs in these programs.

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

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

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

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

3. See item #1 of this section.

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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											1		
	A										1			
	P										6		1	
READING/ WRITING	B													
	I										2			
	A										5	2	1	2
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	2	9			11
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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	4		2	
Geometry	1		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	4			
Physics	1			
Global History and Geography	2			
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

1. We use a range of diagnostic tools to assess the literacy skills of our students in both English and their native language. At the core of these assessments are reading inventories (we use both the Analytical Reading Inventory as well as the Qualitative Reading Inventory). In addition, we use leveled native language texts along with Teachers' Colleges' procedures for creating running records. To assess students writing abilities, we ask students to create an on demand piece of writing from which we derive quantitative data on the frequency of errors and qualitative description of the key organizational, developmental and grammatical characteristics.

2. Because of the small sample size (12 ELLs across 4 grades), it is impossible to speak meaningfully about patterns revealed through assessment. In general our ELLs fall into one of two categories. The first consists of students who have recently arrived in the country and score low on all assessments due to limited English proficiency. Historically, these students have progressed extremely rapidly during their time in our school and have been successful on English Language Regents exams and other classroom assessments. The second group of students are those whose speaking and listening skills are strong and who communicate comfortably in English, but who struggle to read and write at grade level. These are students who have been ELLs for three or more years and their struggles in reading and writing in English parallel their literacy skills in their native languages.

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

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

5. N/A

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

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

Additional Information

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

None

Part VI: LAP Assurances

School Name: <u>Academy for Careers in TV&Film</u>		School DBN: <u>30Q301</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mark Dunetz	Principal		11/29/11
Edgar Rodriguez	Assistant Principal		11/29/11
Nilsa Arboleda	Parent Coordinator		11/29/11
Maribel Liebman	ESL Teacher		11/29/11
	Parent		11/29/11
Lisa Miller/English	Teacher/Subject Area		11/29/11
Ariel Lindorff/Math	Teacher/Subject Area		11/29/11
Charles Healy	Coach		11/29/11
	Coach		
Sarah Cohen	Guidance Counselor		11/29/11
Derek Smith	Network Leader		11/29/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q301** School Name: **Academy for Careers in TV and Film**

Cluster: _____ Network: **New Visions CFN 561**

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.

Upon entering school for the first time, parents/guardians are administered the HLIS by a licensed ESL teacher also proficient in Spanish, as well as a Mandarin translator if needed. If the home language is a language other than English, the ESL teacher continues with an informal interview and in-house placement exam in English. Within 10 days of arrival the student is then administered the official LAB-R exam. If this is not the student's first time in the country, he/she is given the in-house English placement exam only. Every spring, each ELL is evaluated using the New York State English as a Second Language Achievement Test administered by licensed ESL teacher Mariel Liebman. Our Parent - Teacher Coordinator keeps meticulous records of the languages spoken at home.

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.

Our findings show that the two languages other than English that are spoken at home are Spanish and Mandarin. These finding are then reported to the school community during full staff meetings at the beginning of the school year going over protocol for clear communication with families. Advisors are also informed of the students for which English is not the language spoken at home. Advisors use this information to request translation services as needed.

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.

We tend to use DOE publication including all forms and other notices. DOE generously provides translations of all material. School specific material is translated by bilingual member of staff.

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.

Bilingual speakers are always on hand whenever there is a need for interpretation during parent teacher conferences, informal phone conversations, suspension meeting and any other interaction with the family. All oral interpretation services are provided by in house staff or parent volunteers.

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>.

As described above, all parental notification requirements for translation and interpretation services are provided by bilingual school staff or parent volunteers when such services are not provided by the DOE itself.