



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE CINEMA SCHOOL

DBN (12/ BRONX/ 12X478)

PRINCIPAL: REX BOBBISH

EMAIL: RBOBBISH@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELAINE LINDSEY

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
Rex Bobbish	*Principal or Designee	
Marcie Felicies	*UFT Chapter Leader or Designee	
Joanne Schmidt	*PA/PTA President or Designated Co-President	
Carmen Martinez	DC 37 Representative, if applicable	
Emily Garon	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Joe Hall	CBO Representative, if applicable	
Keisha Warner	Member/Assistant Principal	
Yvette Fernandez	Member/Co Chair	
Illona Paulino	Member/Parent Coordinator	
Alison Beckman	Member/Chair	
Katherine Martinez	Member/Guidance Counselor	
Alexandra Spears	Member/Parent	
Cynthia Tomlinson	Member/Parent	
Caterina Garon	Member/Parent	
Joann Otero	Member/Parent	

Mary Lawson	Member/Parent	
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** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

- By the end of the 2012-2013 school year, 80% of our students will pass a Math Regents with 10% of students achieving master (a score of 85 or better).

Comprehensive needs assessment

- We want all of our students to attain an Advanced Regents diploma. In order to do so, we need to ensure that our students have strong Algebra skills because solving multi-step equations is fundamental to advanced mathematics such as Trigonometry and Pre-Calculus.

Instructional strategies/activities

- The inquiry process guides instruction in all math classrooms. The teachers are involved in Assessment Driven Instruction (ADI) which takes the teacher through the inquiry cycle two or three times per semester. The teacher will present their assessment data once per semester during weekly professional development. At that time the teacher presents where their students are on the mastery trajectory. The teachers show how they tailor their instruction in order to get their students move further toward mastery. All major NCLB subgroups are accounted for and all are expected to meet the same expectations of excellence. ADI is implemented from the first day of school until the end of the school year; it is a stable institution of The Cinema School. Creative programming is a major feat we have accomplished to ensure that multiple math courses are offered so that students are continually moving on to a more rigorous course of study.

Strategies to increase parental involvement

- Parents have access to an online grade book through the Jupiter Grades website. With this resource, parents can opt to receive emails and text messages that target the information they want to know such as when a grade dips below a certain average, if an assignment is missing or if a low grade on an assignment was entered. Progress reports are mailed to students who are in danger of failing in the middle of every marking period to ensure that our parents have ample notice and to ensure that students know what they need to do in order to pass the class. Because all students have an advisor, parents have one staff member that they can email or call to address their questions or concerns.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Title I funds have been used to increase parent involvement with the purchase of Jupiter Grades where parents can track their child's academic progress.
- Title I funds have been set aside to purchase School Messenger which allows us to communicate important messages and happenings to all families.
- Title I funds pay a portion of Assistant Principal, Keisha Warner's salary to support teachers in using the inquiry process to support students.
- Tax Levy funds are used to pay teachers per session for Regents preparation. OTPS is used to purchase classroom texts through NYSTL funds.

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

- By the end of the 2012-2013 school year, 85% of our students will pass a science Regents examination with 10% achieving mastery (a score of 85 or above).

Comprehensive needs assessment

- All students will sit for at least two science Regents exams to qualify for an Advanced Regents diploma. By the time students reach their junior year, we expect them to be in rigorous course such as Chemistry or AP Biology.

Instructional strategies/activities

- The inquiry process guides instruction in all science classrooms. The teachers are involved in Assessment Driven Instruction (ADI) which takes the teacher through the inquiry cycle two or three times per semester. The teacher will present their assessment data once per semester during weekly professional development. At that time the teacher presents where their students are on the mastery trajectory. The teachers show how they tailor their instruction in order to get their students move further toward mastery. All major NCLB subgroups are accounted for and all are expected to meet the same expectations of excellence. ADI is implemented from the first day of school until the end of the school year; it is a stable institution of The Cinema School.

Strategies to increase parental involvement

- Parents have access to an online grade book through the Jupiter Grades website. With this resource, parents can opt to receive emails and text messages that target the information they want to know such as when a grade dips below a certain average, if an assignment is missing or if a low grade on an assignment was entered. Progress reports are mailed to students who are in danger of failing in the middle of every marking period to ensure that our parents have ample notice and to ensure that students know what they need to do in order to pass the class. Because all students have an advisor, parents have one staff member that they can email or call to address their questions or concerns.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Title I funds have been used to increase parent involvement with the purchase of Jupiter Grades where parents can track their child's academic progress.
- Title I funds have been set aside to purchase School Messenger which allows us to communicate important messages and happenings to all families.
- Title I funds pay a portion of Assistant Principal, Keisha Warner's salary to support teachers in using the inquiry process to support students.
- Tax Levy funds are used to pay teachers per session for Regents preparation. OTPS is used to purchase classroom texts through NYSTL funds.

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

- By the end of the 2012-2013 school year, 80% of our students will pass the Global Regents with 10% reaching mastery (a score of 85 or better).

Comprehensive needs assessment

- To build upon 8th grade ELA strengths Global is scheduled in conjunction with English to enrich the understanding of the historical content. This method has lead to a near 100% pass rate in the Global Regents on the first attempt.

Instructional strategies/activities

- The inquiry process guides instruction in all Humanities classrooms. The teachers are involved in Assessment Driven Instruction (ADI) which takes the teacher through the inquiry cycle two or three times per semester. The teacher will present their assessment data once per semester during weekly professional development. At that time the teacher presents where their students are on the mastery trajectory. The teachers show how they tailor their instruction in order to get their students move further toward mastery. All major NCLB subgroups are accounted for and all are expected to meet the same expectations of excellence. ADI is implemented from the first day of school until the end of the school year; it is a stable institution of The Cinema School.

Strategies to increase parental involvement

- Parents have access to an online grade book through the Jupiter Grades website. With this resource, parents can opt to receive emails and text messages that target the information they want to know such as when a grade dips below a certain average, if an assignment is missing or if a low grade on an assignment was entered. Progress reports are mailed to students who are in danger of failing in the middle of every marking period to ensure that our parents have ample notice and to ensure that students know what they need to do in order to pass the class. Because all students have an advisor, parents have one staff member that they can email or call to address their questions or concerns.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Title I funds have been used to increase parent involvement with the purchase of Jupiter Grades where parents can track their child's academic progress.
- Title I funds have been set aside to purchase School Messenger which allows us to communicate important messages and happenings to all families.
- Title I funds pay a portion of Assistant Principal, Keisha Warner's salary to support teachers in using the inquiry process to support students.
- Tax Levy funds are used to pay teachers per session for Regents preparation. OTPS is used to purchase classroom texts through NYSTL funds.

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

- By the end of the 2012-2013 school year 80% of our students will be signed up for the May or June SAT and at least 50% of our juniors will take the May SAT.

Comprehensive needs assessment

- As a Selective school, we have an obligation to prepare our students for top and middle tier colleges or reliable four-year institutions such as CUNYs and SUNYs.

Instructional strategies/activities

- The heads of departments (Math, Science, English & History) will examine the PSAT data results to see where our students are strong and make action plans for how to incorporate areas of weakness into the curriculum to add support. All sophomores, juniors, and seniors will have their College Board account so that they can log in for targeted practice based on their PSAT scores. All teacher advisors will instruct vocabulary lessons during an advisory period throughout the school year. The school Guidance Counselor has arranged for a private company, Ivy Key, to offer paid SAT preparation at our school. However, all students are invited to participate in free SAT preparation which will be instructed by volunteer teachers in the spring term.

Strategies to increase parental involvement

- Parents are notified through school missives at the end of the fall term so that they can further encourage their child to take advantage of SAT preparation, whether it is through the school or a private organization. Parents with students who do not sign up for an SAT will be called by the school Guidance Counselor for an extra level of encouragement.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Title I funds have been used to increase parent involvement with the purchase of Jupiter Grades where parents can track their child's academic progress.
- Title I funds have been set aside to purchase School Messenger which allows us to communicate important messages and happenings to all families.
- Title I & Fair Student Funding is used to pay our Guidance Counselor who oversees college preparation.
- Tax Levy funds are used to pay teachers per session for Regents preparation. OTPS is used to purchase classroom texts through NYSTL funds.

ANNUAL GOAL #5 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 #5

- By the end of the 2012-2013 school year at least 4 teachers will have an approved curriculum for an Advanced Placement® course through The College Board; we will administer a minimum of 4 Advanced Placement exams.

Comprehensive needs assessment

- Our goal is to address college in grades 9 through 12, tweaking the message so that it is suitable to the stage the student is in. Financing college is of concern therefore we want to give our students every opportunity to earn college credit prior to matriculation. All teachers signed up training

Instructional strategies/activities

- All students begin Advanced Placement courses in junior year. Currently there are five teachers who are teaching an AP course of study, three of whom have approved courses and the remaining two have submitted their curriculum to The College Board. All curriculum is designed by the teachers who are instructing the course. The teachers have designed a rigorous course of study that delves deeply into the content. Last year, the students who take the US History and English Regents have a pass rate of over 90% on the first attempt; this total includes General Education, ELLs, and SETSS.

Strategies to increase parental involvement

- All parents were invited to a Curriculum Night in September. The purpose of the event was to share with parents what their child is learning in each class of their classes. All teachers provided a one-two page summary of the major objectives, skills and topics for their respective courses. In addition, all parents have access to Jupiter Grades to track their child's grades and attendance at any time.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Title I funds have been used to increase parent involvement with the purchase of Jupiter Grades where parents can track their child's academic progress.
- Title I funds have been set aside to purchase School Messenger which allows us to communicate important messages and happenings to all families.
- Title I funds are used for Advanced Placement professional development through the College Board.
- Title I & Fair Student Funding is used to pay our Guidance Counselor who is the testing coordinator for the Advanced Placement exams..
- Tax Levy funds are used to pay teachers per session for Regents preparation. OTPS is used to purchase classroom texts through NYSTL funds.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Essential Questions • Exit Slips • Frequent Assessment • Student Reflections • Analysis in writing 	<ul style="list-style-type: none"> • Additional teacher push-in • Small group instruction • Morning study hall • After-school tutoring 	The service is provided during the regular school day.
Mathematics	<ul style="list-style-type: none"> • Essential Questions • Exit Slips • Frequent Assessment • Justification for answer 	<ul style="list-style-type: none"> • Additional teacher push-in • Small group instruction • Morning study hall • After-school tutoring 	The service is provided during the regular school day.
Science	<ul style="list-style-type: none"> • Essential Questions • Reading maps, charts, graphs • Synthesizing a relevant conclusion after a lab • Frequent assessment 	<ul style="list-style-type: none"> • Additional teacher push-in • Small group instruction • Morning study hall • After-school tutoring 	The service is provided during the regular school day.
Social Studies	<ul style="list-style-type: none"> • Essential Questions • Analysis of historical 	<ul style="list-style-type: none"> • Additional teacher push-in 	The service is provided during the regular school day.

	<p>content</p> <ul style="list-style-type: none"> • Reading maps, charts, graphs • Frequent assessment 	<ul style="list-style-type: none"> • Small group instruction • Morning study hall • After-school tutoring 	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Social-emotional growth and development 	<ul style="list-style-type: none"> • Group counseling • Individual counseling 	The service is provided during the regular school day.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

We are fortunate because all of our teachers are highly qualified. The goal is to retain a staff that meets these qualifications to ensure that our students have access to a rich educational experience. At all interviews, a panel is assembled which consists of administrators, pedagogues, and students. We ask the candidates to respond to the same questions so that we can discuss whether he or she embodies the school's culture of high expectations for professionalism.

The culture of the school is that all pedagogues participate in the inquiry process with a process that we call Assessment Driven Instruction (ADI). On Wednesdays, students are released at 2:10pm so that teachers can engage in professional development. ADI presentations become a personalized professional development for each teacher who receives feedback from his/her colleagues and supervisors.

All teachers sit on a grade team and a departmental team as this structure provides the teachers with ample time to collaborate. The work of the grade team is to promote social-emotional growth in all students through instructional strategies. By relying on researched positive behavioral intervention supports (PBIS), teachers will come away with a deeper understanding of what their students need to succeed academically. Whereas the work of the departmental team is to build a four-year trajectory so that skills are increasing in rigor from grade 9 to 12. Teachers share and seek feedback on their Common Core aligned units as per the city-wide expectations.

At the end of the Spring term, teachers lead their students in a guided activity in which they look at their academic growth from the beginning of the school year. The students will select a piece that they believe is indicative of how far they have come due to their teacher's instructional support and write a reflection about it. The piece is put into a central portfolio site for the review of all staff members to examine the four-year trajectory or examine trends in students work during planning and departmental meetings.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Marina Cofield	District 12	Borough Bronx	School Number 478
School Name The Cinema School			

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

Principal Rex Bobbish	Assistant Principal Keisha Warner
Coach type here	Coach type here
ESL Teacher Quinn Kronen	Guidance Counselor Katherine Martinez
Teacher/Subject Area Kimberly Brust	Parent Joann Otero
Teacher/Subject Area	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Marina Cofield	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	12
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	226	Total Number of ELLs	9	ELLs as share of total student population (%)	3.98%
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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. When we receive a student from outside of the DOE, we administer the survey at the school and keep the documentation as a record. If the HLIS indicates that there is a language other than English spoken at home, Ms. Warner, the assistant principal notifies Ms. Kronen, the ESL teacher that the student needs the LAB-R administered to them. The LAB-R is then handscored and in accordance with the Borough Assessment Officer, the LAB-R is brought to Fordham Plaza. The ESL teacher is provided with the NYSESLAT scores from the previous Spring to determine the specific area (Reading, Speaking, Listening, Writing) that each student needs support with for the current school year.

2. Our school is a very small high school which means we are aware of who our students are. We have a manageable number of ELLs in proportion to our total population. We explain to our parents that of the three program choices, we offer ESL services from a certified teacher who either pushes in to classes or pulls students out depending on the need. Our principal speaks with the parent at the beginning of the school year regarding this option that is available at the beginning of the school year.

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. Mr. Kronen is the point person to whom the Parent Survey and Program Selection forms are returned to. These documents are given to Mr. Bobbish for record keeping. The program of the parent's choice is recorded on the ELPC screen in ATS.

4. The initial handscoring of the LAB-R is what is used to indicate that a student belongs in an ESL or bilingual setting. We do not have a bilingual class, only ESL. Each section is evaluated for percentage of correct answers. If the overall percentage for all sections is less than 65%, it indicates that the student does not meet proficiency in English. A phone call is made to parents to explain the results of the LAB-R. If the student speaks Spanish, Ms. Martinez, our guidance counselor does the parent outreach. If a student speaks French, Ms. Warner, the assistant principal relays the information. For any other language, the Language Access Kit would be used.

5. We have two years of data collected from the Parent Survey and the Program Selection forms. All but one parent of a former student have chosen our Freestanding ESL program. It is the only option that our school can provide at the moment and they trust that their child will not fall behind due to language issues.

6. Our Freestanding ESL program is aligned with the requests of the parents because at our school their child has two layers of support: ESL services coupled with Academic Intervention Services. We have expanded our ESL offerings by hiring a full-time, certified ESL teacher which we did not have in 2010-2011.

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5

Check all that apply

6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	5	Special Education	0
SIFE		ELLs receiving service 4-6 years	3	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	5			3			1			9
Total	5	0	0	3	0	0	1	0	0	9

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	0	0		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	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			0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French	0	0							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	3	1		7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
TOTAL	0	4	3	2	0	9								

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.

a. Mr. Kronen used the schedules of our ELLs and created a push-in schedule for the classes he will assist the students in. These classes cover the range of all of their major subjects. In one 11th grade Humanities block he arranges a time to co-teach with Mr. Perry. In the Academic Intervention Services class with Ms. Brust, he arranges a time where he can conduct the instruction for a skill that the students need assistance with.

b. Humanities classes are scheduled in two-period blocks. There is also one two-period block per week in Math class. All other classes are single periods. All classes are comprised of heterogenous grouping.

2. The master schedule is organized so that Mr. Kronen, our ESL teacher, can meet requirements of mandated hours.

a. Our programming staff ensures that the mandated number of instructional minutes is provided for in the beginning of the year when creating student schedules. In addition to the push-in ESL services, each ELL student is given credit-bearing supplementary, and content-specific classes. We have one student who is a newcomer who gets 222 minutes of supplemental content-based course work as well as an additional 135 minutes of push-in time with Mr. Kronen. Our intermediate and advanced students receive 360 and 180 minutes respectively.

3. Mr. Kronen's push-in schedule is designed so that he can meet with the major content areas (Math, English, Science, Social Studies). Mr. Kronen is directly responsible for assisting the ELL student during the student practice portion of the lesson. He is also responsible for observing the mini lesson and giving the teacher feedback on how to adjust their instruction so that the ELL student can be as successful as possible in the class. Mr. Kronen provides resources that help the content area teachers with best practices and pedagogical strategies that are helpful for the English Language Learner. This feedback is documented and each week Mr. Kronen meets with Ms. Warner to review the transcript of his class visits. All instruction, content area as well ESL instruction is delivered in English.

4. We ensure that our students are appropriately evaluated in their native tongue based on the level of support they must receive in accordance with their mandated minutes of ESL instruction. Awa Keita is the student who requires the maximum amount of hours. Ms. Witdoeck, who is a certified English teacher, also speaks French. She will be instrumental in periodic assessments given in Awa's language to help us figure out where the learning gaps are due to the language barrier. Where the gaps are noted, Mr. Kronen will work with her on those particular skills.

5. We are a small community at The Cinema School. Although we have Mr. Kronen, we understand the work is shared when it comes to servicing the needs of our ELL population. Throughout the year the teaching staff will receive professional development from Mr. Kronen on best practices when it comes to teaching content skills to ELLs.

a) We do not currently have any SIFEs on record at our school. They would be given the HLIS, followed by the LAB-R, and then an ESL schedule if it is indicated that he/she is an ELL. We would also give the student a baseline assessment to see where their immediate area of need is. The SIFE would 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, our newcomers will be given the maximum hours of ESL instruction as well as Academic Intervention Services during the school day and mandated tutoring for 37.5 minutes. Her instruction will be in English but she will also be able to demonstrate content knowledge on her native language. At the end of the school year, the Living Environment and Algebra Regents will

A. Programming and Scheduling Information

be given to her in French.

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 will 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 a credit-bearing supplemental content course as part of their 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. With this student our ESL teacher can focus on these finer points of English language grammar such as subject-verb agreement which has ultimately prevented her from passing the NYSESLAT in the past.

6. We do not currently have ELLs that are identified as a student with a disability. 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.

7. The data from our scholarship reports has shown us that we needed flexibility in scheduling. Our content-specific supplementary courses run concurrently with Foreign Language classes because our ELLs qualify to receive 4-6 language credits from the educational history in their first language. Essentially, their English language acquisition opportunities are never interrupted.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

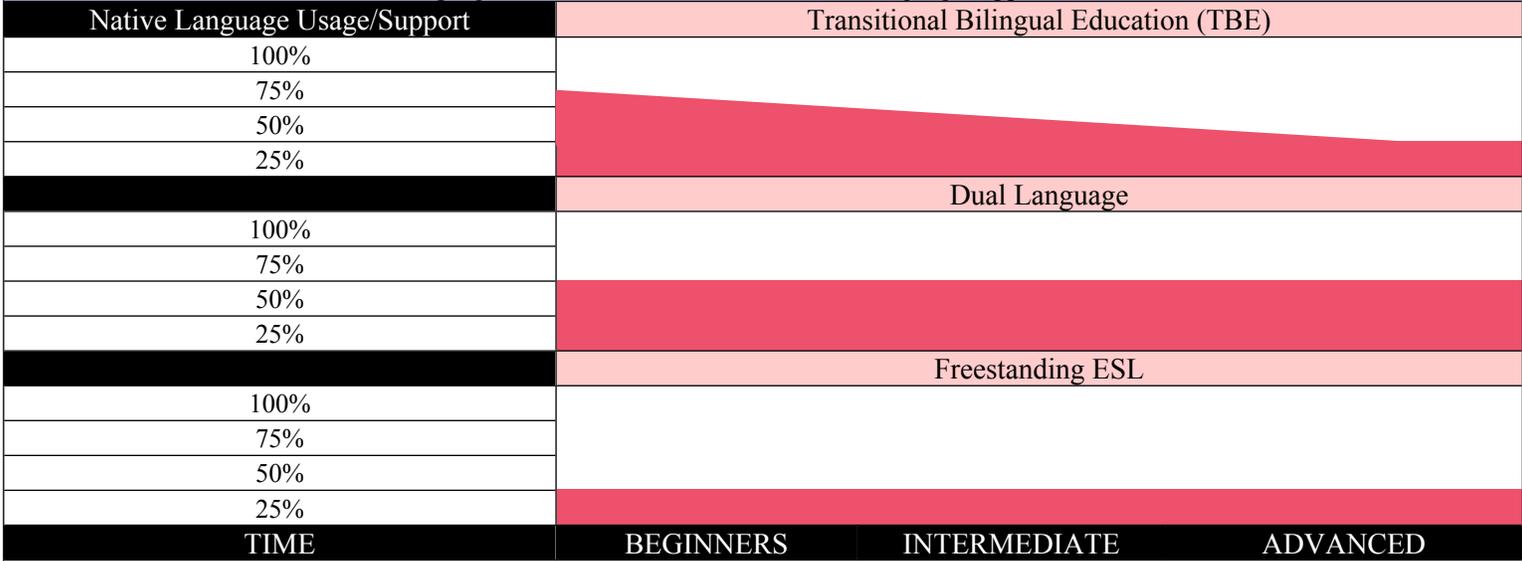
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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. Our intervention program services includes tutoring, credit-bearing supplemental content area courses, and push-in 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. The ESL teacher conducts pull out for our one beginner and push-in services for our intermediate and advanced ELLs.
9. In regards to the students who have achieved proficiency on the NYSESLAT, Mr. Kronen will continue to monitor their academic progress based on the skills the students have shown they need continued support in. Together they will create SMART goals for how to maintain their proficiency and Mr. Kronen will continue to push into classes and assess these skills in major projects and assignments.
10. For the upcoming school year, we can improve our ESL program by having a wider variety of content-based resources (text books, articles, magazines, novels) in the predominant L1s (Spanish and French) that align with the goals and Common Core Standards of the classes we offer.
11. We will not discontinue our Freestanding ESL program.
12. ELLs have equal access to every class, club, or activity at The Cinema School. Our after school programs (Fiction Writing, Student Government, Key Club, School Newspaper, and Debate) are not purely for recreation. They are supplementary to the education that takes place during the school day.
13. 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 Literature, Classics, and New York Times bestsellers. Every teacher conducts his/her class through 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.
14. Native language support is not delivered in an ESL model. Mr. Kronen, a certified ESL teacher, pushes into the class of our beginner and provides assistance in English. When necessary, he pulls out the student who needs one-on-one instruction.
15. While our students may be at varying levels in their English proficiencies, all but one (a newcomer) function on grade level in the target language 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.
16. After the HLIS is administered we arrange for the parents to come in and learn about their options and select the program they want for their child. As we address that, we also know that 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 at least one teacher and build relationships among their peers.
17. The language electives that we offer currently are French, Spanish, Mandarin, Japanese, Italian, Russian, Portugese, Dutch and Arabic through Rosetta Stone Classroom.

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)?

Paste response to questions 1-5 here

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. Mr. Kronen, our ESL teacher is the expert who presents strategies that work well with our ELL population. His rotating schedule allows him to provide professional development to the content area (ELA, Math, Science, Social Studies) teachers of our ELL population.

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. The students are provided with Jupiter Grades that stores a wealth of information regarding the progress in their classes. Mr. Kronen demonstrates the various ways they can advocate for themselves around language issues. Their advisors demonstrate how they can advocate for themselves with all of their teachers.

3. By the end of the year, our teachers will have the 7.5 hours of ELL training from the professional development Mr. Kronen does with his classroom visits. Over the course of a school year, 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 SLT 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. Ms. Warner, the assistant principal, speaks conversational French. As more students who represent other languages attend our school, the DOE translation services for PTA and SLT minutes will be translated to assure that our parents know how parent involvement works in the school.

2. Our school does not work with a specific Community Based Organization that provides workshops. However we are sensitive to communicating translated missives (official DOE or school events) that are happening our school. One was the Latino college fair, so named because the representatives of those the colleges spoke English and Spanish.

3. The role of advisory is to make sure every parent has a teacher contact at the school. Through the advisor, parents can address specific concerns that will be communicated to the school's cabinet if the advisor is unable to deal with the particular issue. Because we are a small school, parents often call to speak with members of the leadership team for the purpose of expressing 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 system called Daedalus which is how we send progress reports home in the middle of the marking period. For parents who do not speak English, the reports are translated by the system into Spanish. Parents are given a tutorial on how to access Jupiter Grades, an online gradebook which allows them to see how their child is doing in each of their classes.

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)														0
Intermediate(I)										2	1			3
Advanced (A)										2	2	2		6
Total	0	0	0	0	0	0	0	0	0	4	3	2	0	9

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			3		1				4
6			1		4				5
7			3		1				4
8			2		4				6
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			2						2
8	2		4						6
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	2			
Integrated Algebra	9		5	
Geometry	4			
Algebra 2/Trigonometry	1			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	5			
Living Environment	9		5	
Physics	0			
Global History and Geography	9		2	
US History and Government	9		1	
Foreign Language	0			
Other	0			
Other	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
 - We use school-based assessments set forth by each academic department in our school and aligned with Common Core Standards. These benchmarks are designed for summative and formative assessing. These assessments have shown areas of need for our ELLs in every content area, not just English and Math. We share data as a staff in our weekly PDs and we use the data to create an instructional plan that will move our English Language Learners forward.
 - The data patterns of the LAB-R and NYSESLAT show that there has been a steady trend from Beginner to Intermediate and Intermediate to Advanced from the NYSESLAT history. It also shows our students struggle most with the reading & writing than speaking & listening because, we have found, that is the part of the exam that deals with the nuances of the English language.
 - Mr. Kronen is instructing students on the finer points of reading and writing the English language in English, History, Math and Science. He is also providing teachers with professional development so that they can implement those strategies into their lesson plans. The students' major assessments will be used to track their growth in reading and writing skills in preparation for the NYSESLAT.
 - For our Freestanding ESL program:
 - The pattern we find is that our students (9th, 10th and 11th grade) are either intermediate and advanced pass the speaking and listening portion of the NYSESLAT but they do not do well with the reading and writing. Our one newcomer is the only student who may take her state exams in her native language.
 - This was the first year in which the ELL periodic assessment was administered. Our one newcomer sat for the assessment and we are currently awaiting the results. We will be looking at the item analysis that will show us the specific areas of deficiency. Mr. Kronen will then create a SMART goal that can track this student's progress.
 - As a staff we are learning that our ELLs need their teachers to use a variety of strategies. We know that we have to assess the most authentic data, which is the students' work. We are also looking into the baseline assessments that are connected to our departments' benchmarks, aligned with the Common Core Standards.
 - Currently, we do not have a Dual Language program. We currently have a Freestanding ESL program to service our English Language Learners.
 - We evaluate the success of our Freestanding ESL program by looking a variety of data. We have data from Jupiter Grades, an online gradebook, our scholarship reports that we run on The Client that shows academic growth as well as passing rates. We measure our ELLs' success by how well they are able to use the English language to achieve mastery in all of their subjects. With Mr. Kronen working hand in hand with content area teachers, our students are equipped with the resources to pass their classes and state exams.

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

Part VI: LAP Assurances

School Name: The Cinema School

School DBN: 478

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rex Bobbish	Principal		10/31/11
Keisha Warner	Assistant Principal		10/31/11
	Parent Coordinator		1/1/01
Quinn Kronen	ESL Teacher		10/31/11
Joann Otero	Parent		10/31/11
Kimberly Brust	Teacher/Subject Area		10/31/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Katherine Martinez	Guidance Counselor		10/31/11
Marina Cofield	Network Leader		10/31/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 478 **School Name: The Cinema School**

Cluster: 1 **Network: CFN 101**

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.

We gather data from ARIS and ATS reports to see the variety of home languages spoken by our families. Having done so, we know most of our families who speak a language other than English, speak Spanish. Two others speak French and Fulani respectively. Ms. Martinez, our guidance counselor, translates missives from English to Spanish. Ms. Warner, the assistant principal, and Ms. Witdoeckt a certified English teacher, is able to translate documents into French for the remaining two parents. The family that speaks Fulani also speaks French.

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.

We have found that there is a need to have English, Spanish and French versions of important missives and communications. These findings were reported to the school community by families at orientations, Open Houses and preliminary school visits. Reports also came from our teachers in their role as advisor to a group of students.

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.

Ms. Martinez (Spanish) and Ms. Warner and Ms. Witdoeckt (French) will provide the written translation services for the students. The cabinet meets weekly to discuss upcoming events. We know at least two weeks in advance what written communication needs to be created which is enough time to create the English version and then conduct the translation services.

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.

Ms. Martinez (Spanish) and Ms. Warner (French) have provided in-house translation services for parents. When families who need translation services enter our building, we have the Language Identification Guide prominently displayed. Spanish or French translations will be provided for school visits, parent-teacher conferences, orientations, and open houses. Our School Aide, Ms. Carmen Martinez, also provides translation services in person and in written communication for Spanish speaking families.

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 Language Identification Guide poster is prominently displayed when a visitor enters our main office. Families who speak Spanish or French will be provided with an in-house translator. All other languages will have to be translated through the DOE translation services. When a student enters our school from outside of the DOE, a Home Language Survey will be administered, followed by the LAB-R if it is determined that another language is spoken at home. From that point, the parent will be brought into view the video on the language program offerings. They will be given the choice of which language program they would choose for their child and that information will be recorded on ATS on the ELPC screen. If their choice does not match what we have to offer, we will put the student in the program that we do offer while we work with the parent on getting their child into the language program of their choice.